DOCUMENT RESUME

ED 416 875 IR 056 900

AUTHOR	Nottingham, Sharon
TITLE	Onondaga County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION	Onondaga County Public Library, Syracuse, NY.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE	1993-00-00
NOTE	262p.
CONTRACT	R167A20032
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Computer Assisted Instruction; *Deafness; Expenditures; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Partnerships in Education; Public Libraries; Tutoring; Tutors; *Volunteer Training; Volunteers
IDENTIFIERS	Library Services and Construction Act; Literacy Volunteers of America Inc; Onondaga County Public Library System NY; *Tutor Training; Volunteer Recruitment

ABSTRACT

A literacy project was a cooperative effort of the Onondaga County (New York) Public Library, Literacy Volunteers of Greater Syracuse, and Aurora (a private non-profit agency for the deaf) to establish a program to teach deaf adults to read. This report, which describes the project, begins with a section that provides quantitative data. The next section compares actual accomplishments to objectives for 1992-93: (1) have a consultant train three local trainers and 30 tutors to teach the deaf basic reading using a specially adapted curriculum; (2) have 30 deaf or hearing-impaired students matched with tutors, meeting in libraries once or twice each week to learn to read; (3) train tutors in the use of software identified for use with the deaf and to have tutors use microcomputers in at least some tutoring sessions; and (4) have the coordinator carry out the activities of the project, including training implementation and the evaluation plan. Proposed and actual expenditures are compared. Activities undertaken are described, including tutor training, and equipment acquired. The role of the library, contributions of other organizations, facilities used, and project impact are described. Attachments include a chart of tutoring hours, newsletters, how-to manual on setting up a library literacy project for the deaf, and curriculum for training volunteers to tutor deaf adult learners. (MES)

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ED 416 875

Onondaga County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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IR056900

ONONDAGA COUNTY PUBLIC LIBRARY
447 South Salina Street
Syracuse, NY 13202

Report prepared by: Sharon Nottingham
315-448-4700

Grant number R167A20032

10/1/92-9/30/93

Award amount: $23,448
Expended: $17,389

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FORM

NARRATIVE

HOW TO OPERATE A DEAF LITERACY PROGRAM

- How to set up a literacy program for the deaf
- Teaching deaf adults
- Follow-up session
- Sample forms
- ALEC Bibliography
- Publicity packet

Curriculum for Training Volunteers

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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
_X_ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)
_X_ Other (describe) Deaf

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
_X_ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language
___ Other (describe) _____

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham _X_ Other (describe) LVA adapted for Deaf

5. If this project involved tutoring, how was it provided? (check as many as applicable)

__X__ one-on-one tutoring __X__ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes __X__ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? __X__ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Tutor form and student form attached. Students and tutors both reported some progress. Due to short time tutoring during grant period, progress was subjective, largely in the area of confidence.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

__X__ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
__X__ other (describe)
Basic How to Manual

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 24
Of those served, how many received direct tutoring service? 12
How many hours of direct tutoring service did they receive? 98.3
How many new volunteer tutors were trained? 12
How many current volunteer tutors received additional training? 0
How many volunteer tutors (total) were involved? 12
How many non-tutor volunteers were recruited? 1
How many service hours were provided by non-tutors? 18
How many librarians were oriented to literacy methods, materials, and students? 2
How many trainers of tutors were trained? 2

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

This project was a cooperative effort between the Onondaga County Public Library, the local affiliate of Literacy Volunteers of America (Literacy Volunteers of Greater Syracuse-LVGS), and Aurora, a private non-profit agency for the Deaf.

The project gave Central New York a good start in establishing a program to teach deaf adults to read. Positive outcomes included the creation a pool of trained tutors, increased understanding of literacy instruction for deaf adults, and increased interest in instruction of deaf adults at the national level on the part of Literacy Volunteers of America. The project enhanced OCPL's role in literacy instruction by making the library a player in meeting the needs of this special population and by making it a focal point for specialized information available.

OBJECTIVES

Meeting specific objectives, the project attained or exceeded the stated aims to the extent that the constraints of time allowed. The first objective was:

- to have a consultant conduct a workshop to train 3 local trainers and 30 tutors to teach the Deaf basic reading using a specially adapted curriculum.

Bryan S. Lloyd from a Gallaudet University Regional Center trained 12 volunteer tutors on February 20 and 21, 1993.

In addition to the 12 tutors, the project coordinator, the project director, OCPL's Literacy Coordinator, LVGS Tutor Trainer, and the founder of Literacy Volunteer of America, Ruth Colvin attended the training.

There now exists the capability locally to continue to train tutors.

•to have 30 deaf or hearing impaired students matched with tutors, meeting in libraries once or twice each week to learn to read.

18 students registered for tutoring. The numbers of students exceeded the number of tutors that we were able to recruit. We could not recruit students because word of mouth alone created a waiting list of students.

We tried small group instruction to maximize tutor skills for the students on the waiting list. This was not successful because there was too much disparity in the student's levels of reading skills and language abilities.

•to train all tutors in the use of software identified for use with the Deaf and to have all tutors use microcomputers in at least some sessions with their students.

Use of computers was emphasized in tutor training and in follow-up sessions with the tutors. The short length of time did not permit actual use of this aspect of instruction during the grant period. However, student evaluations indicated a need for more practical reading experience, which would lead the tutor to use the computers as a very practical reading experience for the students as they continue meeting beyond the project's year.

•to have the coordinator carry out the activities of the project including implementation of training and the evaluation plan.

OCPL was most fortunate to have Jennifer Dadey as the coordinator for this project. Ms. Dadey's performance of her duties was outstanding. She made many contacts interviewing students, evaluating their language and reading skills, and matching them with tutors. She was the tutor who experimented with the group sessions in an effort to satisfy more of the students who had been recruited.

The project coordinator maintained contact with the tutors, providing advice, problem resolution, access to library materials, and offering moral support.

She maintained records, oversaw evaluation, recruited tutors, conducted research on teaching deaf adults to read and improving language skills. A Dialog search yielded little information. The ALEC bibliography, attached, did lead to helpful materials.

She tried to find a test to use to determine the students' reading and language levels before and after tutoring.

BUDGET

Expenditures deviated slightly from the proposed budget, largely in the area of personnel. There was a delay in getting Ms. Dadey on the payroll, and then, her plans to attend graduate school to become a teacher of the deaf caused her to leave earlier than anticipated.

	Budgeted amount	expenditure	
wages	10,016	5119	
travel	426	326	transferred to fees for services
fees for services	3000	2800	
benefits	1206	635	
equipment	3155	3071	
materials	6145	5764	
total	23,448	16,871	

An important change in the budget was brought about by the need to include funding for interpreters for the hearing impaired at the tutor training sessions, at follow-up sessions for the tutors, and for several meetings for the project coordinator. It is critical to the success of projects targeting deaf individuals that sufficient funds be allocated to provide for interpreters at all training sessions and group meetings.

ACTIVITIES

The project coordinator was recruited by Aurora's efforts utilizing their contacts within the deaf community. She was trained by OCPL and by Aurora; fortunately, she was a quick learner and a self-starter who creatively and independently carried out her responsibilities. A tty was provided in her office at the Central Library to give her communication capability by telephone. The New York State telephone relay system was heavily utilized for communicating with people when the project coordinator was not in her office.

Tutor recruitment was overseen by Literacy Volunteers of Greater Syracuse, with clerical work provided by OCPL. Student recruitment was handled by Aurora.

Literacy Volunteers of Greater Syracuse staff conducted tutor training sessions at OCPL's Betts Branch Library from 9 a.m. to 4 p.m. on January 9, 16, and 30, with follow-up session on April 24. The grant paid the fee for the tutor training for the individuals who participated.

On February 20 and 21, Bryan S. Lloyd from a Gallaudet University Regional Center conducted the training session for the tutors to help them adapt the LVA tutoring methods to the needs of the deaf. Mr. Lloyd was a substitute for the substitute we had expected to do this presentation. Because he was given this assignment with very short notice, the

training was not as finely targeted as we had hoped that it would be. He is to be commended for the presentation that he gave, with the understanding that it was not what was expected. The tutors already knew a great deal about deafness and the deaf; what they actually needed at that point was specific and detailed information about how deaf adults learn and how to teach deaf adults to read.

Some of this shortfall was compensated for with local speakers. On May 18, an Aurora staff member spoke about how ASL translates into English. On June 16, a lively discussion with a hearing and a hearing impaired teacher focused on actual experiences working with deaf adults in a learning situation.

The project coordinator conducted one additional training session to train a tutor who missed the Gallaudet sessions.

All tutors had access to the book by Valerie Meyer and Donald Keefe, Reading for Meaning, which was recommended repeatedly by those working in the area of deaf literacy. Grant funds paid for multiple copies of this title to assure access for all of the tutors.

Equipment acquired included a table; chair; a computer; Project Star software, levels 1 through 6; Aquarius software.

EVALUATION

OCPL's role in this project was largely as a resource and a site. The project director served as the supervisor for the project coordinator, but she was primarily self-directed. OCPL provided oversight for the management of the funds, placing orders, receiving equipment, coordinating interpreters, carrying out publicity. The project coordinator sought information appropriately from all three organizations depending on her needs. Linking with OCPL's Literacy Coordinator for computer training and information about OCPL's literacy resources.

Considering the rate of loss of students that we had anticipated, we were very pleased with the student retention rate. Only four out of 18 students active in the program dropped out. Tutor retention, on the other hand, was worse than expected. We lost half of the tutors for varied reasons, ranging from lack of time, to loss of job, to health problems. This would indicate that finding volunteer tutors with sufficient signing skills and the time to commit to a project of this nature is an area of concern.

Tracking forms were created for number of hours of tutoring, summary sheets are attached. Progress reports for both students and tutors were designed so that they could evaluate the program. Many students had not progressed far enough with their skills to be able to fill out progress reports, but this was anticipated.

The project coordinator searched for a test for use with the Deaf to measure skill level and progress, testing grammar, vocabulary and reading comprehension. Among the tests recommended were TOEFL, CASAS, TABE, the Michigan and California tests. In addition, the Learning Disabilities Association of Central New York recommended Woodcock Johnson. All of these tests require money and training which were not provided for in the grant. The project coordinator consequently used part III of the LVA READ test to determine reading comprehension and the STEP diagnostic test (Gallaudet) to rate grammar and language skills. Had we foreseen this difficulty, we could have included substantial funding in the grant for testing. It would have been helpful as well, to have an on-going consultancy paid for so that someone like Donna Harris or Beth Schreiber would have been available to assist. Both were helpful in many ways over the telephone, but a paid consultancy would have created stronger ties and would have made us feel freer to ask.

OTHER AGENCIES

Literacy Volunteers of Greater Syracuse and Aurora were partners in this project as described above. Literacy Volunteers of America has a great interest in the project and is considering a module for the deaf at the national level.

LOCATIONS

Onondaga County Public Library Central Library, Beauchamp Branch, Betts Branch, Petit Branch, Maxwell Library (Camillus), and the North Syracuse Library were all sites for aspects of this project.

IMPACT

The accomplishments of the project were recognized by Aurora at their annual meeting in October. Both the Project Director and the OCPL Literacy Coordinator received awards in appreciation of support in the development of basic literacy services to deaf persons.

The grant funding has brought the capability to the area to conduct tutor training and volunteer tutoring for deaf adults who need to learn to read. The equipment and software are now being heavily utilized not only by the deaf students, but by other literacy students and their tutors. The software is excellent in meeting the needs of this population, but so expensive as to prohibit our ever being able to acquire it without this kind of substantial funding.

Housed at the Beauchamp Branch, the computer is soon to be joined by another computer for a project called the Homework Connection. It is our hope that the two computers will

form the nucleus of a computer center. Serving a largely economically disadvantaged population, the Beauchamp computer center will give computer access to the disabled and educationally disadvantaged, a group who probably have no other access to such equipment.

Staff from all three agencies continue to meet to discuss ways to bring their resources together to keep the tutoring of deaf adults an on-going activity.

Number of Hours Spent Tutoring

Tutor	March	April	May	June	July	August	Total Hours
Denise Ballou	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Marion Baratta	n/a	n/a	n/a	n/a	n/a	n/a	0.00
Joyce Bulow	2.00	6.00	4.00	0.00	0.00	0.00	12.00
Cherie Byrnes	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Alida D'Avirro	0.00	0.00	1.00	4.00	0.00	2.00	7.00
Colette Dyson	0.00	0.00	2.00	0.00	6.00	2.00	10.00
Laida Ermentrout	1.00	0.00	2.00	1.00	0.00	0.00	4.00
Patricia Gausconi	3.15	5.00	6.00	8.00	n/a	n/a	22.15
Regina Whiteside	0.00	0.00	0.00	0.00	6.00	3.00	9.00
Jennifer Dadey	n/a	n/a	4.00	n/a	n/a	n/a	4.00
Total Hours Spent Tutoring	6.15	11.00	19.00	13.00	12.00	7.00	68.15

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Number of Hours the Tutor Spent Preparing for Their Meetings

Tutor	March	April	May	June	July	August	Total Hours
Denise Ballou	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Marion Baratta	n/a	n/a	n/a	n/a	n/a	n/a	0.00
Joyce Bulow	2.00	6.00	3.00	0.00	0.00	0.00	11.00
Cherie Byrnes	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Alida D'Avirro	0.00	0.00	1.00	4.00	0.00	3.00	8.00
Colette Dyson	0.00	0.00	0.50	0.00	25.00	10.00	35.50
Laida Ermentrout	4.00	2.00	0.00	0.00	0.00	0.00	6.00
Patricia Gausconi	3.00	3.75	5.00	3.00	n/a	n/a	14.75
Regina Whiteside	0.00	0.00	0.00	0.00	2.00	3.00	5.00
Jennifer Dadey	n/a	n/a	2.00	n/a	n/a	n/a	2.00
Total Hours Spent Preparing Each Month	9.00	11.75	11.50	7.00	27.00	16.00	82.25

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Number of Hours the Student Received Tutoring

Student	March	April	May	June	July	August	Total Hours
Patricia Rudick	2.00	6.00	4.00	0.00	0.00	0.00	12.00
*Freddy Hill	1.00	0.00	0.00	0.00	0.00	0.00	1.00
*Carmen Millan	1.00	0.00	0.00	0.00	0.00	0.00	1.00
Mike Sacco	0.00	0.00	2.00	1.00	0.00	0.00	3.00
*David North	3.15	5.00	6.00	8.00	0.00	0.00	22.15
*Paula Gott	3.15	5.00	6.00	8.00	0.00	0.00	22.15
*Mina Kenney	0.00	0.00	1.00	4.00	0.00	2.00	7.00
*John Kenney	0.00	0.00	1.00	4.00	0.00	2.00	7.00
*Tom Kelley	0.00	0.00	2.00	0.00	3.00	1.00	6.00
*Steve Castleman	0.00	0.00	2.00	0.00	3.00	2.00	7.00
Mike Dailey	0.00	0.00	2.00	0.00	0.00	0.00	2.00
Mary Anne Meeks	0.00	0.00	0.00	0.00	6.00	2.00	8.00
Total Hours of Tutoring Received Each Month	10.30	16.00	27.00	29.00	12.00	9.00	98.30

* Implies Group Tutoring

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ONONDAGA COUNTY PUBLIC LIBRARY SYRACUSE, NEW YORK
NICHOLAS J. PIRRO, COUNTY EXECUTIVE BRUCE E. DANIELS, DIRECTOR

FEBRUARY 1993

GOLDEN AWARD WINNER Janet Lomicka, head of The Browse-About at the Robert P. Kinchen Central Library, has been selected as the winner of the 1993 Ossie C. Golden Trustee Award for outstanding service to Onondaga County Public Library.

She received the award, which consists of a monetary gift from the C. Fred Betts Trust Fund, a certificate and inclusion of her name on an engraved pewter bowl, at a ceremony in the Central Library's Curtin Auditorium.

In presenting the award, M. John White, OCPL board of trustees president, said, "Janet Lomicka's energy, enthusiasm and positive attitude in working with library staff and the public look easy.

"But The Browse-About is a high profile department that provides the public with popular fiction and nonfiction. In addition, every Central Library user enters the library through her department, and many stop at The Browse-About information desk before using materials on other floors," he continued.

Ms. Lomicka was director of the DeWitt Community Library before joining OCPL. At OCPL's Carnegie Building, she worked in fiction and humanities, reference and technical services. Prior to assuming her present position, she headed Paine Branch, 113 Nichols Avenue.

She has been active in Librarians Unlimited, a Syracuse-area professional organization for librarians of all types. She also serves as vice-president, president-elect of the New York Library Association's Reference and Adult Services Section.

OCPL is fortunate to have many staff who put "the good of the library" before the interests of their own unit; none, however, more consistently than Janet Lomicka. As Central Library unit heads and staff have struggled with maintaining services in the face of substantially reduced resources, it is always Ms. Lomicka who can be counted on to articulate the "big view," volunteer positive perspectives on change, and embrace the "we-can-do-it" approach.

For many who remember, Ossie Golden's presence on the Main Floor of the former Syracuse Public Library represented all that was wonderful about the library. Janet Lomicka continues that tradition for the thousands of people who enter and use The Galleries Library.

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Vol. 16 No. 2 ISSN 0046-8746

IMPACT OF CUTS FELT So, what happens to a library that drops telephone reference, bookmobile and books-by-mail service, cuts hours, and increases fines all in one fell swoop starting January 4, 1993? Not surprisingly, it doesn't make for the happiest of new years for anyone, including County Legislators and the County Executive's Office, who also get in on the receiving end of lots of user calls.

Because the economic impact of whatever you choose to call it--the recession, the mini-depression--has been broadly felt, the public is by and large understanding of the circumstances that have forced library service cut-backs and increases in charges. That doesn't mean, however, that they give up their right to question, comment on, and, otherwise, challenge the operational impact of changes that personally affect them.

The value of library service to a community is widely appreciated in general, but even library staff have been impressed with the sense of loss expressed by users of particular services that have had to be cut. These sentiments will be uppermost in our thoughts as OCPL continues its efforts to increase the base of support for vital library and information services.

LIBRARY DAY IN ALBANY February 9, 1993 is "Library Day in Albany," your opportunity to meet with your legislators and discuss the need for library funding. The Central New York Library Resources Council has scheduled appointments with area legislators and those planning to go can call Keith Washburn, Executive Director, at 478-6080 for an up-to-date appointment schedule. A New York Library Association orientation to Library Day will be held in the Assembly Parlor every half hour from 9:00 a.m. to 12:00 p.m.

LITERACY FOR DEAF ADULTS Literacy tutors will be able to adapt their tutoring skills to the needs of the deaf with the help of Kathleen Vesey, Director of the Gallaudet University Northeast Regional Center. Ms. Vesey will present a two-day workshop on February 20 and 21 at the OCPL Betts Branch, 4862 South Salina Street. The two full days will cover issues of deaf culture and how the literacy techniques should be adapted for effective use with adult students who are deaf and hard of hearing. Among the techniques discussed will be language experience approach, mind mapping and word banks.

The workshop is part of a project OCPL is conducting in cooperation with Aurora and Literacy Volunteers of Greater Syracuse with Federal Library Services and Construction Act Title VI funding. Tutors trained by Literacy Volunteers who attend this workshop will be matched with deaf adults who are unable to read.

COALITION DIRECTORS NAMED Melina Hansen, OCPL Literacy Coordinator, and Jon Randall, OCPL Literacy Hotline Coordinator (and public policy analysis with Literacy Volunteers of America) have recently been appointed co-directors of the Onondaga County

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connections

Nicholas J. Pirro, County Executive Bruce E. Daniels, Director Helene Ballantyne, Editor

FEBRUARY 1993

NEWS YOU CAN USE

IF YOU'RE LOOKING FOR INCOME TAX PREPARATION MATERIALS OR ASSISTANCE, PLEASE INQUIRE AT YOUR LOCAL ONONDAGA COUNTY PUBLIC LIBRARY (OCPL) LIBRARY. SOME LOCATIONS HAVE AMERICAN ASSOCIATION OF RETIRED PERSONS (**AARP**) VOLUNTEERS WHO HELP FILL OUT TAX FORMS; OTHERS MAY HAVE BOOKS OF TAX FORMS THAT CAN BE PHOTOCOPIED. PLEASE CHECK WITH THE LIBRARY IN YOUR AREA. AND, DUE TO FUNDING CUTS, THE CENTRAL LIBRARY NO LONGER OFFERS TELEPHONE REFERENCE SERVICES SO PHONE INQUIRIES CANNOT BE ANSWERED THERE.

DO YOU KNOW SOMEONE WHO HAS DONE AN OUTSTANDING JOB ON BEHALF OF PEOPLE WITH DEVELOPMENTAL DISABILITIES? THE NYS DEVELOPMENTAL DISABILITIES PLANNING COUNCIL (**DDPC**) HONORS SUCH INDIVIDUALS AND IS SEEKING NOMINATIONS IN SEVEN CATEGORIES: INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES, VOLUNTEERS, PRIVATE

ISSN 0883 - 3478

SECTOR EMPLOYERS, LOCAL PUBLIC OFFICIAL, MEDIA, NON-GOVERNMENTAL EMPLOYEE AND PUBLIC EMPLOYEE. EACH NOMINEE IS TO HAVE MADE A SIGNIFICANT CONTRIBUTION TO INCREASING INDEPENDENCE, INTERDEPENDENCE, PRODUCTIVITY, COMMUNITY INTEGRATION AND INCLUSION OF PERSONS WITH DEVELOPMENTAL DISABILITIES. NOMINATIONS ARE DUE FRIDAY, FEB. 19; REQUEST A NOMINATION FORM FROM: ISABEL MILLS, EXECUTIVE DIRECTOR NYS **DDPC**, 155 WASHINGTON AVE., 2ND FLOOR, ALBANY, NY 12210.

SURVIVAL SIGN LANGUAGE CLASSES FOR BEGINNERS WILL BE OFFERED BY AURORA OF CNY FROM 5:15 TO 7:15 P.M. AND FROM 7:30 TO 9:30 P.M. THURSDAYS FROM FEB. 11 THROUGH APR. 1. THE $50 FEE INCLUDES ALL INSTRUCTIONAL MATERIALS AND IS PAYABLE AT REGISTRATION. CLASS SIZE IS A MINIMUM OF SIX AND A MAXIMUM OF 15. DETAILS OR REGISTRATION: AURORA, 422-7263 (VOICE), 422-9746 (TDD).

LITERACY VOLUNTEERS WILL LEARN TO ADAPT THEIR TUTORING SKILLS TO THE NEEDS OF THE DEAF AT A TWO-DAY WORKSHOP FEBRUARY 20 AND 21 IN OCPL'S BETTS BRANCH, 4862 SOUTH SALINA STREET. KATHLEEN VESEY, DIRECTOR OF GALLAUDET UNIVERSITY'S NORTHEAST REGIONAL CENTER, WILL TEACH THOSE WHO HAVE ALREADY RECEIVED LITERACY VOLUNTEERS TRAINING ABOUT COVERS DEAF CULTURE AND TECHNIQUES SUCH AS LANGUAGE EXPERIENCE APPROACH, MIND MAPPING AND WORD BANKS ADAPTED FOR USE WITH ADULT STUDENTS WHO ARE DEAF AND HARD OF HEARING. THE WORKSHOP IS PART OF A PROJECT SPONSORED BY OCPL, AURORA AND LITERACY VOLUNTEERS OF GREATER SYRACUSE,

A Library Literacy Project for the Deaf: The Basics

Onondaga County Public Library, Syracuse, New York 13202

1993

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Expended: $17,389

HOW TO SET UP A LITERACY PROGRAM FOR THE DEAF

This project was a cooperative effort between the County Library system, a Literacy Volunteer of America affiliate and a private agency for the Deaf. The cooperative nature allowed the project to access the teaching resources each entity had: computer programs, reading materials, literature on teaching, and specially adapted materials for use with the Deaf.

You need to define the scope of the project. Basic literacy, GED prep, what? The project is designed to provide an opportunity for individuals who want to improve their English skills to achieve those goals. Our project's purpose was to improve basic reading skills.

You need to identify a source/pool of potential tutors and students.

Tutors need to be skilled in Sign Language. Preferably fluent in American Sign Language (ASL), minimally have an advanced level of skill in Sign Language (equivalent to 4 courses of ASL or completion of VISTA levels 1 and 2). You can anticipate that only about half of the originally recruited tutors will actually tutor on a regular basis. Additionally, these tutoring assignments will tend to be longer term than with hearing people, so tutor commitments need to be long term. Potential tutors need to be interviewed by the coordinator and their sign language competency evaluated.

You need to identify a person to coordinate the program.

It is preferable for the coordinator to be a Deaf person. The coordinator needs to be a good communicator. The person needs to be equally skilled/competent in English and ASL and have a good understanding of Deaf culture and the ways in which Deaf persons learn. A teaching background is helpful.

You need to determine the method or mode of teaching/training tutors.

We selected the Literacy Volunteers of America (LVA) teaching model. Tutors underwent the standard Literacy Volunteers "Basic Reading Tutor" training. That training was then supplemented with training designed specifically for tutors working with Deaf students. Alternate techniques, to replace the use of phonics with hearing persons, were taught. The emphasis was on the use of "mind mapping" as a alternate technique and the influence of Deaf culture on the learning process.

Some of the tutors we trained had also taken the LVA "English as a Second Language" (ESL) tutor training. Two of the three individuals who did this felt the ESL training was more applicable. We felt we did not have a broad enough base of opinion to warrant making a change. The ESL

curriculum is more conversationally oriented and our project was designed to address reading.

We felt it was important for the prospective tutors to undergo the entire Literacy Volunteers basic reading training so they would have a reference point when the alternate techniques were taught. However, the tutors found the predominance of phonics in the LVA training curriculum to be frustrating because it was not applicable to their planned activities. Phonics was included as only one of the techniques, but the prospective tutors seemed to bothered by its inclusion in the training.

The language experience story was one of the primary techniques used with students.

In the training of tutors, we tried as much as possible to utilize LVA's forms, processes and procedures in the hopes that at some point the project might be absorbed into their organization.

You need to recruit students.

You need to have access to referrals or be able to identify individuals who have an interest/desire to improve their english skills. Students need to be interviewed and their current level of English skill evaluated. Also of concern is the students ability to travel regularly to a selected meeting site. This was done by the coordinator.

Something that we did not do but should be done, students goals need to be assessed, are they achievable in a reasonable time, 1 to 2 years?

We encountered difficulty in accurately assessing potential students current level of english skill. The LVA prepared materials on sight vocabulary did not lend itself well to sign language translation so many students appeared to posses a 8th grade sight vocabulary when functionally, they clearly demonstrated that they had not achieved that level. During the time the project was in operation, we were not able to find other suitable materials. It is possible something more appropriate may exist in materials used to asses the skills of learning disabled persons. The STEP materials from Gallaudet were reviewed but found to be more advanced than the skills of the students we were evaluating. No satisfactory standard evaluation tool was found during the project. We also had no way to evaluate student progress.

The project coordinator is responsible for the tutor student match - based on the information collected during the interviews.

The project coordinator then becomes the primary support person for the tutors. We found that our tutors had many of the same experiences as other literacy volunteers - fears, doubts, apprehensions and frustrations. We found it helpful to bring the tutors together periodically, every 8 to 12 weeks, so they could share and learn from their peers. We also provided informational lectures on various aspects of Deafness and learning.

Common problems included - students not showing up for teaching appointments, tutors becoming frustrated with lack of progress, students wanting to use the teaching time to socialize with the tutor.

Training for Volunteer Tutors Working with the Deaf

I. Introduction and Goals

A. Welcome tutors and introduce myself.

* I would like to welcome all tutors to this training session. My name is Jennifer Dadey. I'm the Project Coordinator of the Adult Literacy Project for the Deaf. The Onondaga County Public Library received a federal grant. With the help of Aurora and LVA this grant permitted the library to develop a basic reading program for Deaf adults. Tutors were trained by Gallaudet University and Literacy Volunteers of America. They were then matched with Deaf students who were interested in improving their English language skills. This grant is completed September 31, 1993. I will be leaving this program on September 2, 1993 because I will be pursuing a degree in Deaf Education out-of-state. I am training tutors who are interested in working with Deaf Adults. As a volunteer tutor, you will also be required to complete one of the LVA workshops. A volunteer will be taking over my responsibilities of matching tutors and students. You will receive a student after all training has been completed.

B. Tutors introduce themselves.

* Name
* Something they would like to share
* The most important thing that they would like to get out of this training
* How they got involved/interested in working with Deaf adult learners.

C. Tutor goals (photocopy for tutors)

D. Learner goals

E. Program goals

* Summary points of goals:

Most learners want to help self, some to help others. Most tutors want to help others, some to help self. It's good to have some selfish motivation for tutoring Tutor's, learner's, programs goals should all fit together.

II. Deaf Educational Backgrounds.

A. Deaf educational background - tell us about person's identity and type of education he/she has received.

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1. School for the Deaf (Residential School) - students reside at the school during the week. Use and support sign language into the classroom. Learn about Deaf Culture. Communication philosophy varies. Deaf child can build leadership skills during afterschool activities.

2. Oral School for the Deaf - use of spoken English, lipreading and residual hearing as methods of communication. Sign language is not allowed.

3. Public School Programs for the Deaf - "inner city" day schools, not residential.

4. Mainstreamed Programs - student has option of participating in a regular classroom with interpreting services or taking some self-contained classes with a teacher of the deaf. Regional day programs.

5. Public or Private Schools - student may or may not have interpreter, notetaker or other support depending on individual's situation. Deaf student may feel very isolated because there are no other deaf peers to interact with.

B. Deaf Literacy

* Stress importance of not saying I'm going to help you learn how to read, but rather I'm going to help you to improve your reading skills.

* Young children whose parents don't know sign language start school without a language. This has some disastrous effects on educational development. You can't learn a language in the classroom unless you already know a language.

* ASL and English are two different languages. For the Deaf, learning to read is also a process of learning English.

* Multiple meaning of words are difficult for the deaf to learn. Each meaning must be individually taught.

* Because spoken language is the basis for written language, those who have never heard speech have an especially difficult time learning to read.

* The literacy skills of the Deaf are lower than those of the general population. The typical 18 year old student scores at only about 4th or 5th grade level on standard reading achievement tests.

* If they write things wrong, correct immediately. Some students don't understand that what they write (English) and what they sign (ASL) is not the same. Maybe conceptually what they sign and write is the same but grammatically it's incorrect. ASL is not a written language. Grammatical rules in ASL are similar to French and Spanish. Students must write different than they sign.

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* Most Deaf people have such a wretched experience with English that by the time they graduate from school with "minimal language skills" they are happy to be finished. That's the level of skill they maintain for the rest of their lives. (Deaf Life Jan. 1991 p. 7)

* Be aware of visual distractions.

* Prepositions are very abstract (not representing things realistically) in ASL. Prepositions are not always conceptual (For is hard to teach.) Use pictures.

* Communication tips.

1. Make sure you have person's attention before communicating. Look directly at the person.

2. Ask the individuals about the best way to interact.

3. Use facial expressions.

4. Be aware of false impressions (nodding doesn't necessarily mean "I understand")

5. Repeat, if necessary. Rephrase your statements into shorter, simpler sentences if you suspect you are not being understood.

6. Speak at your normal rate, unless you are a rapid speaker, then you may want to slow down a bit.

7. If you have a soft voice, you may want to speak louder, but do not shout.

8. Do not exaggerate your lip movements when speaking.

9. Do not chew, eat, or cover your mouth when speaking.

10. Do not repeat the same word if the deaf person has trouble understanding you. Change to another word which may be meaningful to the individual.

11. Do not communicate with a deaf person with your back to a light, window, or mirror.

12. Do not assume all hearing-impaired people use the same mode of communication.

13. Do not speak directly into the person's ear, because this may distort your message and hide important visual cues.

III. Learner/Tutor World

A. Discuss working with Adult Learners. Discuss negative/positive forces which may hinder learner from reaching his/her goal. (handouts)

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* Summary:

* Negative forces can't always be eliminated by tutors.

* Positive forces can't always be created or controlled by tutors.

* Rather, tutors can (and should) always look for ways to decrease negative forces and increase positive forces.

* Forces may be related to the learning situation, to the person and his/her life, or to the society.

* Tutors may have more control over decreasing negative forces or increasing positive forces in the learning situation than in the society or in the learner's personal life.

* "Tutor's attitude is more important than signing skills. Signing skills can improve with classes and interaction with the Deaf, but a poor attitude will harm the student and not allow the tutor acceptance in the Deaf community" Donna Harris.

* Not all matches are perfect. If you are not comfortable with your student, you must notify the project coordinator. Learning will not take place in an environment that is not friendly and optimistic.

* Two-way street. Tutor wants to learn to teach and student wants to learn to read. They can share the Deaf and hearing culture with each other.

B. Cross-Communication Case Studies. Discuss differences between tutor and learner and problems that could arise. (handout)

* Summary:

* There may be differences between the tutor's lifestyle and the learner's lifestyle which unconsciously cause friction.

* Tutors may discover that they have strong opinions (previously unknown to themselves) about the learner's behavior, which are transmitted subconsciously to the learner.

* Tutor and learner may have different expectations about the goals of the tutoring sessions, the material used in tutoring, and or the techniques used.

* Different expectations, lifestyles, or opinons may create communication problems between tutor and learner. Tutor may or may not have control over these problems and differences.

* Tutors do have control over how sensitive to learners' needs and problems they are, how well they listen to the learner, and how closely they plan the tutoring sessions to answer the needs and problems of the learner.

* Practicing learner-centered tutoring can help, remembering that:
  - this is a learning experience for both tutor and learner.
  - respect for the learner involves taking time to understand the learner's world.
  - the learner's strengths come from his/her experiences, which derive from both positive and negative events and influences in life.

C. Similarities and concerns between tutors of deaf and hearing students. (Joanne's LVA notes)

IV. Deaf Culture

A. Deaf Culture - the Deaf Community is made up of those who share a common language, common experiences, and common values.

* In Deaf humor, there is an appreciation for situations in which the hearing person is considered the loser. Very often the Deaf experience oppression and they take opportunities to ridicule their oppressors.

* Some Deaf people believe we do not have a full-fledged culture in the same way Blacks, Jews, or Hispanics have. Most ethnic culture is transmitted from parent to child. Most Deaf people are born into hearing families and many hearing parents cannot communicate with their Deaf children.

* Deaf people are very direct in talking. They get right to the point. Hearing people beat around the bush.

* Many deaf people use a variety of assistive and alerting devices in their homes and work environments. These include flashing lights for alarm clocks, door bells, fire alarms and phones. TDD and closed captioned devices are used.

B. American Sign Language (ASL) - is not poor English. It is a language of it own right and differs from English in syntax and grammar.

* Specific gestures and facial expressions represent certain words. Signs are repeated for emphasis.

* English is oral-aural while ASL is visual-genstures.

V. Reading/Writing Methods

A. Language Experience Activity - student tells about a particular personal experience and tutor writes down actual language used by student. For ASL users, translate the story into English.

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* Tutors should:

- focus on meaning, not individual words.
- use an assisted reading method where the tutor reads with the learner until the learner is comfortable reading on his/her own.
- refrain from dwelling on errors or stopping the learner as long as the reading makes sense to the learner.
- select for word recognition those words that are important to the learner.
- give positive reinforcement each step of the way.

* Advantages of using LES:

- uses the learner's own language.
- uses a story with which the learner is familiar.
- allows the learner to be highly successful.
- puts learner in control.
- is good for basic reader, first meeting.
- allows the tutor to get to know something about the learner.
- helps the tutor to determine the learner's knowledge of a speech to-print match (how well they recognize the words in print that they have said).

B. Journal Writing Experience - Provides opportunities for students to become more confident and fluent writers. Expression of ideas and views, not the form in which they are written. Student must feel their writing is worth sharing and that you will accept what is written without being critical of spelling, language, punctuation, grammar, etc. Grammar, spelling, and punctuation take a secondary seat. Tutors never make corrections in a learner's journal. Rather some of the student's consistent errors may become the focus for specific classroom lessons. Place for the learner to feel comfortable writing anything in any way, without having to worry about making mistakes. Type of reflective writing whereas writer focuses on thoughts, feelings or actions and writes about them in first person narrative form.

1. Dialogue Journal Writing - on-going written conversations or letters. Student picks the initial topic, which expands as conversation continues. Interesting to the student because the topics have been self-selected.

2. Learning Log Journals-Learner's own ideas and feelings about subject. Prepares learners for a reading and enables them to see they already know something about the topic and that such knowledge may help them to better understand what is written in a given text. Ask them "What do you know about _____ ?" or "What did you like about _____ ?"

C. Process-Oriented Writing - focuses on content rather than grammar and punctuation. Purpose: Write for meaning. "Reading is getting meaning from the text, writing is giving or conveying meaning in the text."

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1. Stages of Writing Process - stages that all writers proceed through as they compose.

    1. Rehearsing - thinking and "percolating" ideas for writing. Exploring ideas, planning, and predicting about what will be written.
    2. Drafting - writing out some of those thoughts. Discovering meaning by actually writing. Writing should be spontaneous. Don't worry about spelling, grammar and punctuation.
    3. Revising - reviewing what is written. The student decides whether what was written was what was hoped for, if the writing makes sense, and what needs to be changed for the material to be more understandable.
    4. Editing - writer gives attention to grammar and spelling.

2. Ways to help the learner through each stage:

    1. rehearsing - help learner choose a topic. Discuss why it is interesting to learner.
    2. drafting - putting ideas on paper. Guess at spelling.
    3. revising - have learner read over what he has written and check for meaning. Ask learner if writing says what he wants. Offer comments and ask questions to help learner clarify vague or misleading points.
    4. editing - focus on one or two features. Focus on writing mechanics such as spelling, capitalization, punctuation, verb tenses, subject-verb agreement, etc.

3. How to respond to first draft writing.

* listen to what the learner is saying in writing.
* restate what you think the writer has said.
* ask questions to help clarify.
* discuss topic to help focus thinking.
* suggest areas for possible revision.

4. Important points to discuss:

* For many people, it is quite difficult to put thoughts into words on paper; composing is demanding and complex thinking activity.
* Focusing on errors and making corrections will impede rather than enhance a learner's progress in writing; as one example, strategies for progress in writing; as one example, strategies for approximating spelling are better than having the learner struggle with spelling while composing;
* It is important to give learners encouragement and guidance as they write.
* Every time learners write and read back their writing, they are practicing reading as well as writing.

D. Essay writing

1. Ask questions
2. Analyze question
3. Outline
4. Rough draft
5. Proofreading
6. Revise
7. Final draft

E. The Directed, Reading-Thinking Activity. Reading - it is important to analyze a book so that we can understand better.

1. Cover of book - discuss - What kind?
2. Setting - place - where?
3. Why author chose that setting?
4. Plot - theme - good - evil?
5. What is the writer trying to tell us?
6. Who were the characters?
7. When did it happen?
8. What is the overall message of the story?
9. Have student write about the story.

F. Vocabulary development

1. Context Clues - when student encounters an unfamiliar word she/he should be encouraged to finish reading the sentence or several sentences to gather clues which may help in determining the meaning of the new word.
2. Three-step plan - (Peter, Paul and Joseph O'Rourke)

   a. Activation and enrichment of prior knowledge.

   * encourage the student to brainstorm for as many meanings as they can related to the key word.

   * create words or phrase for the categories.

   b. Using and expanding concepts.

   * create a pair of sentences and discuss the meanings of the word in each sentence.

   i.e. John puts his money in his piggy bank.
   Mary sat on the bank of the river.

   Jerry is learning how to park the car.
   We like to eat in the park.

   * riddles

i.e. I am a container. I am also a building.
I may hold money, blood, food or clothes.
What am I?

G. Mindmapping

* Mapping is a technique used with stories and factual information. It is a visual representation of a concept, and utilizes drawing, outlines, and graphics to depict information. Is good because grammar is not important.

* It involves using a visual representation to connect people, places, and events from the reading material.

* Use this for goal planning, lesson planning, note taking, outlines.

* This is motivating for students because there is a lot of creativity involved.

* Mapping can enhance comprehension and is good preparation for writing a story because it helps to organize sequences and thoughts.

VI. Case study of the first two lessons (see potential interview questions and good reader strategies handout from Gallaudet training)

* 1st meeting - help them develop a positive attitude that this will be a good experience for them.

* 2nd meeting - centered on students goals. What do they want to read? What do they want from these sessions?

VII. Error Correction

A. When is it appropriate to correct?

* If the correction coincides with the goal of the activity. (If you're working on reading or writing, you may not want to correct grammar.)

* If the learner feels secure enough to work on corrections.

B. How often should you correct?

* If there are many errors with the learner's language, you may choose to work on only one or a few in order to avoid an overload.

* If the learner does not have the understanding necessary to handle the correction (if material is new) you can use the "error" to plan future lessons rather than try to get the learner to correct something of which she/he has no prior knowledge.

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C. How should you correct?

* Encourage self correction whenever possible; peer correction is another option for small group tutorials depending on the level of trust and mutual respect of the learners involved.

* Provide reinforcement of correct language without directly correcting the learner's mistakes (through dialogue journal writing)

* Refrain from interrupting the learner by making note of actual mistakes, and work on them with the learner at another point during the tutoring session or in future sessions.

X. Peer Teaching Activity

XI. Deaf Organizations and Resources

1. List of materials that I have.
2. Deaf resources handout.
3. Reading for Meaning by Val Meyers and Donald O'Keefe.
4. Computer software at Beauchamp

XII. Question/Answer/Wrap-up/Evaluation

Teaching Deaf Adults

I. Deaf Culture

*Definition: Social, communal, and creative force of,by, and for deaf people based on ASL (Communication, social, art, entertainment, recreation -deaf clubs, sports). There is an attitude (You're not one of us, you don't belong)

*Deaf people view sports as social, a kinetic way of expressing "belonging". "Deaf tribal sports" - everyone can participate (volleyball, bowling, baseball and basketball).

*Some deaf people do not believe that we have a full-fledged culture in the same way blacks, Jews, Italians, Indians, or Hispanics have. Most ethnic culture is transmitted from parent to child. Most deaf people are born into hearing families and many hearing parents cannot communicate with their deaf children.

*Deaf people have their own visual literature - ASL poetry, plays, storytelling, humor, songs, and mime. (Deaf Life Dec 91 p. 8)

*Deaf people are very direct in talking. They get right to the point while hearing people beat around the bush.

II. ASL - What is it?

A. Explain the difference between ASL and English

* Sign language - specific gestures, facial expressions, represent certain words.
* The English language is overwhelmed with idioms and synonyms in printed form.
* English is oral-aural while ASL is visual-gestures.
* In Signed English - words are mouthed. ASL, they are not and eyebrows are positioned and expressions are exaggerated. Signs in ASL are repeated for emphasis.
* In ASL, the subject, the topic of the sentence, often comes first. Modifiers (adjectives come after the subject). Signed English follows English Structure. (Deaf Life Nov.92 p 8)
* ASL is the heart of the deaf community.
* ASL structure, syntax (the way words are put together to form sentences) and semantics (meanings) is unique.
* Young children whose parents don't know sign language start school without a language. This has some disastrous effects on educational development. You can't learn a language in the classroom unless you already know a language.

III. Deaf Literacy

*ASL and English are two different languages. For the Deaf, learning to read is also a process of learning English.

*Multiple meaning of words are difficult for the deaf to learn. Each meaning must be individually taught.

*Reasons for the differences in literacy skills lie in the nature of learning to read. Young hearing children, through listening and speaking to their parents, develop language skills that deaf children do not. They learn that spoken words relate to objects and conditions in the world around them. Words give them a tool for internalizing and expanding their experience. Hearing children bring to reading larger vocabularies, more experience, and more developed thinking skills than their deaf counterparts.
(Indiana Literacy Coalition Grant)
*The literacy skills of deaf people are lower than those of the general population. The typical 18 year old student scores at only about 4th or 5th grade level on standard reading achievement tests.
*Because spoken language is the basis for written language, those who have never heard speech have an especially difficult time learning to read.
*Most deaf people have such a wretched experience with English that by the time they graduate from school with "minimal language skills" they are happy to be finished. That's the level of skill they maintain for the rest of their lives.(Deaf Life Jan. 1991 p.7)

IV. Tutoring - best learning environment
*Tutors must help students feel good about themselves to boost their self-esteem.
*Interesting and productive tutoring sessions - not boring.
*Must have the right feeling (not upset)
*Student must be motivated
*Work on small goals and advance to bigger goals.
ie. Getting a driver's license (small) to improving vocabulary (big).
*Comfortable with each other.
*Student-centered program.
*Be specific, not vague. Not "I hope you've been reading." But "Did you read this?"
*"Tutor's attitude is more important than signing skills. Signing skills can improve with classes and interaction with the deaf, but a poor attitude will harm the student and not allow the tutor acceptance in the Deaf Community." (Donna Harris)
*Not all matches are perfect. If you are not comfortable with your student, you must notify the project coordinator. Learning will not take place in an environment that is not friendly and optimistic.
*Two way-street. Tutor wants to learn to teach and student wants to learn to read. They can share the deaf and hearing culture with each other.

V. Methods of teaching
A. Language Experience Story
B. Mind Mapping

C. Dialogue Journals
*Tutor and student engage in a written conversation.
*Advantages: 1. Shows that writing is a form of communication.
2. Attention is directed to meaning rather than form.
*Dictionary - Student makes dictionary of one's own words that he does not know.

D. Keeping separate files of ASL and English.
*ie. Write one sentence in ASL in red ink and other sentence in English in blue ink.

E. When teaching idioms, you should use pairing, rather than translation. ie. Have-possession, not-yet, must-obligation, touch-finish. (A.A.D. Dec.1988p334)

Reading for Meaning: Selected Teaching Strategies
By: Donald Keefe and Valerie Meyer

Chapter 1 The Adult Learner

1. They have responsiblities far exceeding those of young children. These responsibilities often compete with their desire to learn. ie. A person may miss a class not out of lack of desire or neglect but rather due to family or work responsiblities.
2. They are impatient learners. Most seek reading instruction for very specific reasons. Know a learner's immediate reading needs.
3. Many learners have a history of repeated failures in educational settings. Be supportive.
4. Most adults with reading disablities have a well-developed sense of the ASL language.
5. Adult learners can explain what seems to work best and why - they can observe and relate their own progress.
6. Best learning environment is one which meets the learners needs and the atmosphere is one of mutual respect and concern.

A. Conversation Suggestions - First meeting
*Let the learner know that he/she is not alone.
*Discuss the fact that learning to read does not happen all at once.
*Learning to read requires a commitment of time and endurance.
*Encourage the learner to be open and honest about his or her progress.
*Let the learner know that you have experience in teaching reading or that you have received special training to do so.

Chapter 2 The Theory Behind the Strategies.

1. How comprehension happens. . .

*Comprehension is a process in which readers sample, predict, confirm and integrate the text. Good readers do all this almost unconsciously. Poor readers must be taught this four-step process. (p.7)

*Sampling-what you do before you read something to see if it contains what you are after. scanning, headings, pictures, graphs, charts, etc.
*Predicting-anticipate what the text will say.
*Confirming-what you do automatically after predicting. Confirming answers your questions.
*Integrating-assimilate what you read into what you already know.

*Why comprehension fails to happen . . .
Poor readers do not understand because they have not been taught how to read for meaning (not a meaning-making process). Instead they view reading as a product, identifying and sounding out each and every word.

Chapter 3 : Profile One Readers and Teaching Strategies

I. Profile One learners have the following characteristics:
* Have independent and instructional levels at or below the first-grade range and limited sight vocabulary.
* Have listening-capacity levels below the second-grade range, indicating a very low potential to learn.
* Were often previously enrolled in special education classes.
* Often have auditory discrimination problems and are unable to repeat short sentences or to express thoughts fluently.
* Have a history of poor school attendance.
* Sustained childhoold illnesses.
* Often appear in poor health.
* Have chaotic home environments not conducive to studying.
* Generally are unemployed or hold very low-skilled jobs.

A. Teaching Strategies for Profile One Readers

1. Reading Interview
* Help the learner better understand what and why people read. Ask the following questions to help reader understand that purpose of reading is to gain meaning.

1. "Tell me everything you have read in the last week."

2. "What are things you have seen other people read? Why do you think they read them?"
3. "Let's list the reasons people read." (to learn something, to follow directions, to be entertained, etc.)
4. "Let's look at examples of what people read and talk about how we might read each one differently because we have a different purpose for reading each one." (Recipes need to be read in entirety. Catalogs, phone book require that we read only parts.)
5. "Let's rank and discuss the following in their importance to reading: pronouncing word, reading smoothly, reading fast, understanding meaning."
6. "During the next week, remember what you read and why."
7. Have student conduct survey to find out why people read.

2. Reading and Beginning Writing.
   1. Each session read to the learner and point to the words.
   2. Discuss beginning of a word, the end of the word and the various letters.
   3. Discuss with student that we read from left to right and from top to bottom.
   4. Encourage writing. Ask reader to read.
   5. Let learner watch you write. Read words as you write them. (ie. Grocery list)

3. Language Experience stories.
   * After student feels comfortable with langauge experience story, select key words from stories and replace words with blanks for student to fill in.

4. Environmental Print Book
   1. Look at number of advertisements from newspaper.
   2. Have learner cut out all ads that he recognizes. Ask your learner to "read" each ad. Then circle names in ads and discuss.
   3. Write each circled word on index card.
   4. Place ads and cards in notebook.

5. Word Banks
   * Write word on the front of index card and place picture on the back. Use as flashcards.
   * Sort cards into categories, such as people, things or begining with same letters, or same groups (cars, food), or like-dislike.

6. Sentence Stems
   * A sentence stem compose of a subject and a verb is read to learner. The learner then completes the sentence. ie. "I like _____" Have learner practice reading sentences.
   * As alternative to single stems, design two alternating, contrasting stems. ie. "I like__" and "I hate _____".

7. Predictable Stories
   * Read predictable story. Have student read it back to you. Make up predictable stories concerning interests of learner.

8. Guessing
   * When learner comes to unfamiliar word, tell him to guess at word. Context clues.

9. Sounding out
   * Prepare short sentences. The first word of each should begin with a consonant. Provide only first letter or letters of word followed by cue words.
   ie. Cl____the door.
   Dr____your coffee.
   We wash our fa____.

Chapter Four : Profile Two Readers and Teaching Strategies

I. Characteristics of Profile Two learners:
   * Have independent and instructional levels below the second-grade range.
   *Have listening-capacity levels ranging from mid-fifth to mid-seventh grade.
   *May have been in special education but have developed adequate coping strategies.
   *Have history of employment.
   *Have history of interrupted schooling.
   *Experienced extended illnesses when young.
   *Grew up with a great deal of family trauma.

II. More Teaching Strategies

11. Good Reader Strategies - Discuss tactics that good readers use.
   1. Good readers are active readers.
   2. Good readers take chances.
   3. Good readers guess at or just skip words they are not sure of.
   4. Good readers read as though they expect the material to make sense.
   5. Good readers try not to read too slowly.
   6. Good readers change their approach depending on the purpose of their reading.

12. Silly Sentences
    * Forces student to read for meaning to understand the use of an inappropriate word.
    1. Make up a sentence in which one word is silly and doesnt make sense. (ie. "I smell with my knees."
    2. Have learner figure out which word is silly.
    3. Have learner make up silly sentences.
    4. Stress that good readers always try to make sense out of what they read.

13. Written Conversation
    * Instead of talking out loud, rather student and tutor write conversation.
    * Encourage the learner to write even if you cannot read his writing. After he finishes writing, have him read it out loud and you respond in writing.
    * If learner cannot read your writing, read it out loud pointing to the words.

14. Flash cards directions
    * On an index card, write a directions of five to ten words, such as "Put your hands on the table."
    * Flash (Few seconds) student the card and have him do what card says.
    * Prepare cards with two step directions.

15. Card Chunking
    * Categorization activity.
    1. One one side of index card, write the names of three items that fall into one category (ie. match, smoke, hot = fire; bat, mitt, bases = baseball; thread, neeedle, cloth = sewing). On the other side of the card, write the name of the category.
    2. Ask the learner to read the sides of the cards with the three items and categorize them.
    3. Make a game out of it and time how fast the learner can categorize.
    4. Have learner make his own cards and see if you can guess the categories.

16. Sentence Chunking
    1. Provide a list of words and ask learner to create as many sentences as possible.

Mary	old	six
years	young	skated
house	home	friend's
from	only	her

2. Encourage the learner to build increasingly more complex sentences.
ie. Mary skated.
Mary skated home.
Mary skated home from her friend's house.
Young Mary skated home from her friend's house.
Young Mary, only six years old, skated home from her friend's house.

17. Simple Predicting
*Place wallet in front of learner. Ask learner to guess what is in it. Have learner find out how many guesses were correct.
*Prepare index cards with easily predicted patterns. ie. 2,4,_,8,10... or a,b,_,d,e,_. Make patterns more difficult and have learner guess the pattern.
*With input from the learner, write a short story with the learner as the main character. Take headline from the newspaper and insert the learner's name into headline. Have learner read each paragraph of story after you and learner have rewritten story with learner's name inserted. Ask learner to predict what will happen next.

18. Comic-strip Sequencing
*Take comic strip and cut frames out. Mix them up. Let learner look at pictures and read text first; then ask him or her to put the frames in order. Have learner explain why he put them in that order.

19. Riddles
* Reader predicts, reads on to confirm and changes predictions as necessary.

1. Prepare or select a riddle. ie:
I have feathers.
I can fly.
I sing.
What am I?

ie. You need me and so does everyone.
I am useful.
You cannot get along without me.
Some days you can see me clearly.
Other days you cannot.
But I am always there.
Without me you would not live.
The world would be in darkness.
I provide the earth with light.
What am I? (the sun)

2. Have the learner read the first line while you cover up the other lines.
3. Ask learner to write down what he thinks is being described.
4. Reveal next sentence. Have reader modify his prediction.

21. Incomplete Sentences

1. Prepare a series of high-interest sentences, each with word deleted.

John takes out his key.
John puts his key in the ____(door)
John opens the ____(door)
John turns on the _____(light)

2. Ask learner to guess what word goes in the first blank. Move on to remaining lines. Discuss clue words.

Chapter 5 : Profile Three Readers and Teaching Strategies

I. Characteristics of the Profile Three learner
* Have independent levels of 2nd to 3rd grade and instructional levels from low 3rd to low 4th grade.
* Have listening-capacity level 6th to 7th grade.
* Misunderstand the nature of reading. Attention must be focused upon meaning.
* Completed nine years of school.
* In a stable home environment.
* Part-time or full-time employment but in occupations requiring only minimal reading skills.
* Are highly motivated and persistent learners.

22. List It and Skip it Bookmark

1. Make bookmark. Write "List It and Skip It". Explain that this will remind student what to do when he or she is reading and comes to an unfamiliar word. Jot down unfamiliar words and continue to read. When learner has finished reading, ask him to cross off words that he has figured out by reading on. Help learner figure out meanings. Have learner pick words that he feels would be important to know, possibly show up again. Use them as sight words.

23. Mystery Words
* A nonsense "mystery" word is substituted for the name of the person, place, or thing. The learner must work through clues to determine what mystery word is.

1. Make up story about person, place or thing.
   Use mystery word at title.
   ie. (pizza)
   Goosh
   Goosh is my favorite food.
   There are many types of goosh.
   Goosh comes in various sizes.
   I had goosh at my birthday party.
   Some of my friends burned their
   mouths when they ate the goosh.
   I like a lot of cheese on my goosh.
   My friend likes pepperoni on her goosh.

   *Cover up story. Show first line and have student make predictions, etc.

24. Drawing an Object
   *Learner reads simplified written directions on how to draw an object and then draws that object.

   1. Give reader written directions and follow them.
   2. Ask reader to write directions for you.

25. Brainstorming before reading

   * Select a passage about a subject that is familiar and of interest to the learner. Have student tell you everything he knows about subject and write down on board. Tell him to keep in mind as he or she reads.

Chapter 6 : Profile Four Readers and Teaching Strategies

I. Characteristics of Profile Four learners

* Have independent and instructional levels ranging from low fifth to low eighth grade.
* Have listening-capacity levels generally ninth grade and above.
* Generally, have completed more than 10 years of school but had poor attendance.
* Lack confidence in their intellectual abilities even though they may be confident and capable in other aspects of life.
* Have home life that is stable and supportive of their educational endeavors.
* Are employed and sometimes self employed.
* Are highly motivated to improve their reading skills and willing to put forth substantial effort to do so.

II. Teaching Strategies

26. Text Mapping
* Outline that a learner makes after reading an article. Makes relationships between key concepts.

1. Find an interesting article that your student will enjoy reading. After you both read the article silently, you both decide what the main topic of the article is. Ask him to write main topic on a piece of paper.
2. Have learner list key concepts or ideas that relate to main topic.
3. On separate paper have learner write the main topic in the center of the page and draw a circle around what he or she has written.
4. Ask learner to pick the first key concept and put that on the paper, circle it and draw a line from the middle circle to the main topic circle. Then have learner select second key concept and decide if that concept relates more to the first key concept or to the main topic. If it relates more closely to the main topic, the learner should list it, draw a circle around it and connect it to the main idea. If it relates more closely to the first key concept, the learner should connect it to that concept. Continue with all concepts.
5. Invite learner to reread the article to decide if any subtopics need to be listed. If this is the case, ask the learner to list them and connect them to the conecpts to which they relate.
6. Ask learner to explain his map and revise.

27. Skimming

A. Pre-reading skim.
1. Give the learner a newspaper article or some other interesting passage containing approximately five hundred words.
2. Ask learner to predict what article will be about based on its title. Write predictions on index card.
3. Have learner skim passage for five seconds. Then tell him or her to stop and tell you everything he or she remembers about what was read. Write the learner's responses.
4. Discuss how accurate the learner's predictions were in light of what he or she learned from the five-second skim. Have learner make new predictions.
5. Start at beginning and skim for 15 seconds. Ask for anything else he or she

learned. Write information down. Talk about the accuracy of the predictions this time.
6. Continue for 30 seconds.
7. Finally, have learner read the article very carefully.
8. Review list of predictions. Revise and add to the list, based upon careful reading.
9. Point out how accurate a "skim list" can be, even though the learner did not (at first) read carefully.

B. Headline Match Game
1. Cut out interesting newspaper or tabloid articles and cut off their headlines.
2. Paste each article onto the bottom half of a sheet of paper and fold the top half over the article. Number each article on the outside of the sheet.
3. Do 12 to 15 articles.
4. Scramble the headlines and type them with a letter and a blank before each, like this:
_____A. Title of Headline
5. Hand the learner the stack of folded, numbered articles.
6. Provide the sheet listing the lettered and scrambled headlines.
7. Give learner 10 seconds to skim the first article. Then ask him or her to stop and mark the blank next to the appropriate headline with the number of the article he or she has just skimmed. Allow five seconds to mark the headline sheet., Then have the learner turn to the next article.
8. Continue through all articles.

28. Key Word Search Strategies
A. Key Word Version
1. Make up a a fairly complex sentence, such as, "A stooped and weary old man in faded blue jeans came to the door looking for work."
2. Ask the learner to read the sentence and briefly tell what it said.
3. Use a pen or magic marker and black out all but the essential words in the sentence (man, came, looking, work). While you do this, ask the learner to write a shortened version of the sentence using the key words. Then compare the two versons to see if they have the same meaning. Discuss any differences.

B. Key Word Search
1. Ask the learner to locate several short passages that you most likely have not read

and bring them to the session. You do the same.
2. Begin this activity by asking the learner to read quickly and silently one of the short passages he or she brought.
3. After the learner has read the passage, have him or her go back and make small check marks above the key words.
4. Ask the learner to black out every third word checked and read the remaining words to you.
5. Listen and tell the learner what you think the story is about. Discuss any differences.
6. Reverse the procedure. You do it to learner.

C. Deletion of Non-key words
1. Give the learner a reading passage in which all the unessential words have been deleted by you. Leave short blank spaces to indicate where words were present.
2. Ask the learner to read the selection.
3. After the learner has read the entire passage, talk about what was read. Then ask the learner to fill in the deleted words.
4. Compare the learner's version with the original text. Discuss any differences.

29. Key Word Predicting Strategies

A. Key Word Comic Strips
1. Cut comic strips into frames and paste each frame to an index card.
2. Pick out and list one key word from each frame. Write this key word on other side of index card.
3. Show learner key word from frame one. Ask him or her to predict what will take place in frame one.
4. Let learner see frame one for five seconds and then make any changes he or she wishes.
5. Continue. Then, discuss accuracy of his predictions.

B. Key Word Story Categorizing.
1. Pick short story that will interest the learner. Select key words from the story and put them into the following categories: setting, characters, problem, plot and ending.
2. Show key words to learner and ask him or her to predict what story will be about. Jot down.
3. Ask the learner to read the story to confirm the predictions. Discuss.

30. Summarizing Strategies

A. About Point
1. Select an interesting paragraph and have the learner read it.
2. Ask the learner to tell what the paragraph is about in one or two words.
3. Explain the points made by those two words to seven or eight words that tell the main idea of the paragraph.
About: _____ _____
Point: _____ _____ _____ _____

B. Gist (Cunningham 1982)
1. Select a paragraph that will interest the learner.
2. Ask learner to read the first sentence and summarize it in five words or less. Next sentence in eight words or less. etc.
3. Summarize paragraph in 15 words or less.

31. Retellings

A. Cued retellings
1. Select an article and ask learner to read it.
2. Provide the learner with 10 or 15 key words from story.
3. Have learner write a retelling of the story using all the key words you selected.

B. Open retelling
1. Select an article and ask learner to read.
2. Ask learner to select ten to fifteen key words and jot them down.
3. Have learner write a retelling of story using his key words.

32. Insert

1. Have student indicate his reaction to article by using a symbol in margin.
2. !! = strongly agree
XX = strongly disagree
= that's funny
= that's sad
-> = this is important

33. SQ3R

1. Five steps in strategy
A. S = Survey. Explain how to skim the entire passage to get an overall feel for its content. Headings, pictures, and other

graphics should be studied.
B. Q = Question. Once passage has been skimmmed, direct the learner to go to the first major heading and turn it into questions. the questions are easier to form if they start with the five w's.
C. R = Read. Read passage to answer questions.
D. R = Recite. Ask the learner to answer the questions in his own words orally or in writing.
E. R = Review.

How to Teach Adults
By: William Draves

Chapter 2 How Adults Learn

Emotional Characteristics
*Teacher must create a positive self-image.

Physical Characterisitics
*Make sure setting is comfortable.
*Make materials visible.

Mental Characteristics
*Adults are ready to learn - Adults attend because they want to.
*Problem orientation - Adults want to learn to address or solve a problem.
*Time perspective - Adults are concerned with specific, narrow topics of relevance, rather than broad, generalized subjects.

Social Characteristics
*Each learner will have different experiences and previously formed perceptions when entering program.

1. School - Because most adults have had a negative experience with previous schooling, reduce the number of associations with formal schooling in your references, style and approach to the subject.
2. Group interactions - Some people see group tutoring as an opportunity to display talent and knowledge while others see it as a possible threat to exposing their lack of talent and knowledge.
3. The subject - Every adult will have some perception about the subject to be discussed.
   *Teacher must deal with the backgrounds the participants bring to class(clarify differences). There is an abundant resource at hand in the past experiences of class members (students can share their knowledge).

Conclusion: It is the individual's responsibility to learn. You as the teacher can hinder another person's attempts to learn. By failing to recognize limits, by ignoring or constructing barriers, by not understanding how a person learns, you can be a negative influence on someone's learning. By facilitating learning and helping your participants, you can be a positive influence. (p.14)

Chapter 3 Helping Adults Learn

Attributes of a Good Teacher
-A love for the subject (interest)
-A desire to share it (empathy)
-A basic competence in the subject.

Skills you should have
1. Listening - When a student is expressing an idea, the attention he receives can encourage his learning or inhibit it. The listener should . . .
*try to understand what is meant, not get ready to reply, contradict or refute;
*not interpret too quickly what the speaker is saying;
*put aside his own views;
*not jump ahead of the speaker;
*not prepare his answer while listening;
*be interested and alert and show it; do not interrupt;
*expect the speaker's language to be different from his own;
*provide feedback;
*avoid negative feedback.
(p.18)

2. Helping insecure learners = Build their confidence.
-Don't contradict the person's views.
-Don't use logical explanations.
-Don't ridicule that person's views;
-Do convey your positive regard for the person.
(p. 19)

3. Wrong things
*When the other person is doing the wrong thing, don't talk to the person, talk to the condition.
*When the adult learner does something wrong, don't punish that person, verbally or nonverbally.

4. Supportive Actions - Certain words, phrases, gestures, or actions will go far in building a supportive atmosphere in which your participants will feel able to grow and learn (ie. smile, responding to a raised hand, a pat on the shoulder, an expression of enthusiasm, a genuine pleasure at seeing your participants again, listening with patience, warm attentivness to others, helping a student with difficulty)
5. Humor -Puts people at ease, allows them to relax, and tensions disappear.

Steps in Positive Teaching
*Four steps of encouragement
1. The fundamentals. Praise "great", "wonderful", "keep going".
2. Pleasing you the teacher. As they advance, let them know, "It is coming along well", or "You have the right idea."
3. Pleasing both teacher and learner. "Yes that's it. . . how do you feel about it?"
4. Pleasing learners. "When you need help, just let me know."
(p.21)

Chapter 4 Preparing the Course

1. Goals - long-term wishes.
2. Objectives - how to obtain your goals.
3. End results - where do you want student to be at end of course compared with where they were at the beginning.

Chapter 5 Measuring Results

1. Defining Terminal Goals
   *Behavioral objectives - those outcomes desired at the end of the course.
   1. State specifically what the person is expected to do as a result of the learning.
   2. Identify observable responses expected of the person and tasks to be performed.
   3. Specify how the behavior is to be demonstrated so that learning can be observed.
   4. Write the standards or quality of outcome desired.
(p.34)
   *Instructional objectives - those achieved during class.
2. Assessing Entering Behavior
   1. Have student attempt to perform the desired task or series of skill.
   2. Measure student's knowledge with a test.
   3. Ask student how much he or she knows about subject already. (informal)
(p.35)
3. Define and organize the content
4. Select materials
5. Invent and/or select strategies
6. Create classroom climate
7. Assess learning - can provide picture of what the students know or can do, and can give them satisfaction in their achievements. It can direct their attention to areas where they are still weak or need improvement.

Chapter 6 -The first class

A. First meeting
   *Informal - become acquainted with each other (introductions).

*Tutor and student expecations of the meetings
(Assessing student's needs - Why did you come? What do you hope to learn?)
*Feedback from student.
*Internally review class session, what went well, what could have been done better, what you can do next time.
*Because it is so easy for students to walk out and not return, each session has to be rewarding so that the student will be attracted to the next session.
*Ways to tap your students skills and knowledge. . .
1. Encourage questions and comments from students.
2. Have students describe their experiences relating to topic you are discussing. Carry out discussions.
3. Have students bring examples to session pertaining to the topic.
(p.56)

Chapter 7 Teaching Techniques

How to ask a good question . . .
*Reasons for asking a question. . .
1. To keep student interested.
2. To argue.
3. To share existing attitudes, values, or ideas.
4. To get student to say things that you would say, but have greater effect when said by the student.
5. To come up with new ideas or understanding.
*Don't use a question to . . .
1. Disapprove of someone or test one's ignorance.
2. To put a person on the spot. Or when there is always a right or a wrong answer to your question.
*Types of questions.
1. Question asking for facts or known information.
2. Questions of interpretation or evaluation. (compare/contrast)
3. Questions which asks student to think and come up with a creative answer that has not previously been discussed. ie. "What would you have done if . . ."

Chapter 9 Making it better - evaluations

FOLLOW UP SESSION

10:00 Welcome tutors! I appreciate the time that you have put forth in this project. The purpose of today's meeting is to have all the tutors come together and share their experiences. I also have some materials that I would like to share with you. We'll be here probably til noon. We will have a break and I'll treat you to coffee downstairs.

10:05 A few tutors have not yet met with their students. Those tutors who have met, please describe your student (first name, sex, age, schooling, backgroun READ level) and then answer the following questions:
1. What have you given the student for homework?
2. Are you using any of the techniques you learned? (language experience story, mind mapping, word patterns, etc.)
3. Do lesson plans include goals, objectives, materials? Review of previous lessons?
4. Where are you meeting?
5. Creative ideas that have worked with your student.
6. Problems that you have encountered.

Feel free to discuss.

10:30 What was everyone's opinions of Gallaudet training? Did you feel prepared? If we had to do it again, would you recommend it?

10:45 Coffee break.

11:00 Materials from me can be borrowed on a flexible basis depending on demand for that item.

Distribute list of materials. Discuss the STEP Series. The purpose is to help students make the transition from ASL to English. It helps to introduce, review and expand the concepts presented in the workbooks. (ie. nouns, verbs, pronouns,etc.) Due to the fact that I have only one copy of the teacher's resource guide and workbooks, we will be limited to photocopying and borrowing on a short term period.

As most of you know, I have been looking for a more appropriate test for the Deaf.

I still have not encountered an appropriate test. Three most important reasons that deaf aoults are seeking help is to improve their vocabulary, comprehension and grammar. Therefore, I feel it is important to test these three areas. The diagnostic test in the STEP series is a great test for English grammar. We can use this to test one's grammar abilities. An advantage of this test is that we can locate areas in where they need to improve and then use workbooks to practice those concepts. I believe that Part 3 of the READ test is a good way to test comprehension. (I have already tested them in this area.) These two tests would measure student's progress throughout the project. We still need to find a vocabulary test because vocabulary is one of the reasons deaf aoults are seeking help. And I would like to be able to tell if learning took place in the vocabulary area.

I would like all tutors to test students with the STEP diagnostic test. If you feel that you do not have time or for whatever reason, I will be happy to test them for you.

Flashcards help improve receptive or expressive skills. Sequence cards.

11:35 Suggested reading. Reading for Meaning: Selected Teaching Strategies. I have copies here that you may sign out at the front desk. Although they can only be signed out for three weeks, if you would like more time to use the book, call Milena Hansen at the Beauchamp library 435-3395 and she will renew it for you. It can not be renewed here at the Galleries.

11:45 Inform them of my hours. I can be located on the fourth floor of the Galleries library. I am usually there on Tues. and Weds. evenings from 4:00 to 8:00. On Mon. and Thurs. evenings, I am usually at the Beachamp library.

BEST COPY AVAILABLE

OCPL/AURORA
LITERACY PROJECT FOR THE DEAF
VOLUNTEER REGISTRATION

DATE: _____

MR.
MRS. _____
MS. (First) (Last) (M.I.)

Address: _____
(Street) (City) (Zip)

Telephone: _____ _____
(Day) (Evening)

Age: 18-24 ( ) 25-44 ( ) 45-59 ( ) 60+ ( )

EDUCATION AND TRAINING - ACADEMIC/SIGN LANGUAGE: (minimum requirement HS or equivalent) _____

_____

_____

OCCUPATION - PRESENT/FORMER: _____ FT/PT/RETIRED

WHAT ARE YOUR HOBBIES, INTERESTS? _____

_____

WHAT KINDS OF BOOKS DO YOU READ? _____

_____

HAVE YOU EVER BEEN A TUTOR? IF SO, IN WHAT CAPACITY? _____

_____

WHAT EXPERIENCE DO YOU HAVE WITH DEAF PEOPLE? _____

_____

LIST ANY OTHER VOLUNTEER EXPERIENCES YOU HAVE HAD: _____

_____

_____

ARE YOU COMFORTABLE COMMUNICATING WITH INDIVIDUALS WHO ARE STRONG ASL USERS? _____ ARE YOU COMFORTABLE COMMUNICATING WITH INDIVIDUALS WHO ARE CONSIDERED MINIMAL LANGUAGE SKILLED (MLS)? ___

WHAT DAYS AND WHAT TIME OF DAY WOULD YOU BE AVAILABLE TO WORK WITH A STUDENT? _____

_____

IN WHAT GEOGRAPHIC LOCATION DO YOU WANT TO MEET YOUR STUDENT:

_____

DO YOU REQUIRE ANY SPECIAL ACCOMMODATIONS - INTERPRETER, LARGE PRINT, PHYSICAL ACCESSIBILITY? _____ IF YES, WHAT _____

Date training completed _____

Adult Literacy Project for the Deaf Progress Report

Learner's Comments

Date: _____

Covering from: _____ to _____

Student's name: _____

Tutor's name: _____

1. What did you like about sessions?
   - _____Reading
   - _____Writing
   - _____Other group members
   - _____Other (list): _____
   - _____Discussion
   - _____Topics chosen

2. What would you like to change in the sessions?
   - _____Topics covered
   - _____Time spent reading
   - _____Time spent writing
   - _____Time spent discussing
   - _____Other (list): _____
   - _____Meeting time
   - _____Meeting place
   - _____Materials read

   How would you change them? _____

3. What have you read/written? _____
   _____

4. What materials would you like to use?
   - _____Stories
   - _____Poetry
   - _____How-to Books
   - _____Reading series
   - _____Newspapers
   - _____Job manuals
   - _____Other (list): _____
   - _____Handbooks
   - _____Religious
   - _____Magazines
   - _____Forms
   - _____Menus
   - _____Computers

5. What would you like to write about?
   - _____Life experiences
   - _____Vacation
   - _____Hobby
   - _____People
   - Other (list): _____
   - _____Fiction story
   - _____News story
   - _____Opinion
   - _____Poetry

6. Do you have any new interests?
   - _____Changed jobs
   - _____Began new hobby
   - _____Changes in family

   Comments: _____
   _____

7. Did your tutor understand your signs?

_____Always _____Most of the time
_____Sometimes _____Never

Did you understand your tutor's signs?

_____Always _____Most of the time
_____Sometimes _____Never

8. What are your tutor's signing skills?

_____ASL _____SEE
_____Fingerspelling _____Home signs

9. What would you like to do next in the program?

_____
_____

10. Do you feel the program is helpful? Explain. _____
_____
_____

11. Do you have a library card? ___Yes ___No
If you have a library card, did you get it because your tutor encouraged you or because you already had it?

_____

12. Comments: _____
_____

*This for is adapted from the LVA Learner Progress Report.

Adult Literacy Project for the Deaf Progress Report

Tutor's Comments

Date: _____

Covering from: _____to _____

Tutor's name: _____

Student's name: _____

1. What overall progress has the learner made?
   Fluency in: ___Reading ___Writing
   _____Follows directions with greater ease
   _____Other (list): _____

2. Changes of self-esteem noted:
   _____More at ease
   _____Has positive attitude to new projects
   _____More pride in appearance
   _____Attempts things not willing to be tried before
   _____Socializes more
   _____More eye contact
   _____Does more things alone
   _____Other (list): _____

3. What materials are being used?
   _____Books
   _____Computers
   _____Reading Series
   _____Poetry
   _____Real life materials (newspapers, forms, handbooks, job manuals, menus, etc.)
   _____Other (list): _____

4. What writing has been done?
   _____Journal
   _____Dialogue Journal
   _____Notes
   _____Letters
   _____Poetry
   _____Stories/Essays
   _____Job-related
   _____Other (list): _____

5. Does the learner keep up with home practices?
   _____Yes _____No _____Limited amount

6. What new interests has the learner expressed?
   _____

7. As a tutor, what do you need to focus on next period?
   Topics: _____
   New learning (interests/needs): _____
   _____
   Other (list): _____
   _____

8. Did your student understand your signs?
   _____Always _____Most of the time
   _____Sometimes _____Never

   Did you understand your student's signs?
   _____Always _____Most of the time
   _____Sometimes _____Never

9. Where are your student's signing skills?
   _____ASL _____PSE _____SEE
   _____Fingerspelling _____Home signs

   What are your signing skills?
   _____ASL _____PSE _____SEE
   _____Fingerspelling _____Home signs

10. Where do you meet students? _____

11. Is the student achieving his/her goals? Explain: _____
    _____

12. Were you satisfied with the overall training you received? Do you feel it is helpful and useful to you in your experiences? Explain: _____
    _____

13. Do you feel the follow-up sessions were helpful (Deaf speakers, etc.)? Explain: _____
    _____

    Comments: _____
    _____
    _____

*This form is adapted from the LVA Learner Progress Report.

STUDENT LEAVING THE PROGRAM

Date: _____

Student's name: _____

Tutor's name: _____

Reason for leaving the program: _____

_____

_____

Did student show up for meetings: _____

Did student do homework and prepare for meetings?: _____

_____

_____

Where did student and tutor meet?: _____

_____

How long did student and tutor meet for?: From _____ to _____

Explain the level of progress: _____

_____

_____

Comments: _____

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EPSIS ADULT LEARNING EDUCATORS CLEARINGHOUSE (ALEC)

This selected bibliography of professional resource materials includes information currently available in our ALEC collection. These resources are available statewide to all teachers and administrators of adult and continuing education. This listing is not intended as an endorsement by the New York State Education Department. Titles can be borrowed for up to four weeks by submitting the enclosed ALEC Document Loan Request Form.

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1

AN ED352544.
AU Bober, Gail, Comp.
IN Pennsylvania School for the Deaf, Philadelphia. BBB13907.
TI Deaf Adult Literacy Tutor Handbook--Revision (Final Report).
PR EDRS Price - MF01/PC03 Plus Postage.
NT 70p.
YR 92.
AB This handbook is designed for individuals who tutor hearing impaired adults in literacy skills. It provides general information about a number of topics: adult learners; deaf adult learners; deaf awareness; deaf culture; communication tips; language, communication, and literacy for deaf adults; and teaching strategies. A 13-page report describes the project conducted to revise the handbook. In the handbook, several techniques for teaching reading are described: language experience approach; directed, reading-thinking activity (DRTA); skim, predict, question, read (SPQR); reading aloud; pleasure reading; storytelling; modeling the decoding process; obtaining information from written material; using context clues; vocabulary building; phonics and word patterns; retelling; reading conferences; minilessons; mapping/semantic webs; and workbooks. A list of reading characteristics of learners is provided. The following techniques for teaching writing are discussed: the writing process; the teacher as a "model" writer; group writing; language experience approach; journals; writing to communicate; writing to inform; writing to entertain; writing to persuade; minilessons; writing conferences; spelling dictionaries or word boxes; writing portfolios; and use of videotapes. A list of writing characteristics of learners is provided. Other contents include information on computer technology and tutor characteristics and responsibilities. Appendixes include 13 references, tutor job description, and volunteer application and log sheet. A report describing the project that revised the tutor training handbook is attached. (YLB).

2

AN EJ449604.
AU Cummins, Robert A.; Leigh, Gregory R.
TI Adult Literacy and Basic Education for Deaf and Hearing-Impaired People: Service Provider Perspectives.
SO Australian Journal of Adult and Community Education; v32 n1 p22-30 Apr 1992. 92.
AV UMI.
YR 92.
AB A survey of 71 Australian adult literacy and basic education providers showed low enrollment of hearing-impaired persons in literacy programs. Teacher training and resources are generally inadequate to meet the instructional needs of this population. (SK).

3

AN ED346324.
AU Haffner, Richard; And Others.
IN Columbus Speech and Hearing Center, OH. BBB30012.
TI Filling the Gap: A Manual for Integrating the Deaf Adult into Adult Basic Education Classes.
PR EDRS Price - MF01/PC04 Plus Postage.
NT 82p.
YR 92.
AB Based on a program developed to help the integration of deaf persons into the world of work, this manual is intended to familiarize adult basic education (ABE) teachers with the special needs of deaf persons. Information is provided to answer questions such as: (1) What is so different about deaf students? (2) What is "deaf

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culture"? (3) How do deaf people communicate? (4) How does one use an American Sign Language interpreter? and (5) What strategies should be employed in an ABE classroom to integrate deaf students? Ten appendixes, which make up more than half the manual, cover the following: Public Law 504; the Americans with Disabilities Act; types, causes, and effects of hearing loss, the Ohio Alliance of Community Centers for the Deaf; the Ohio Rehabilitation Services Commission; books and resources; American Sign Language; the Registry of Interpreters for the Deaf Code of Ethics; national organizations serving deaf people; and the American Sign Language manual alphabet. Seven references are included. (KC).

4

AN ED342897.
IN Western Pennsylvania School for the Deaf, Pittsburgh. BBB08517.
TI Workplace Concepts in Sign and Text. A Computerized Sign Language Dictionary.
PR EDRS Price - MF02/PC20 Plus Postage.
AV AdvancE, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333 (report, dictionary, and Macintosh diskette).
NT 500p. ; The hardware and software requirements are: a Macintosh Computer with ability to read a high density floppy disk and a version of Hypercard that is either the 2.0 or subsequent version. For a related report, see CE 060 419.
YR 91.
AB This document is a dictionary of essential vocabulary, signs, and illustrations of workplace activities to be used to train deaf or hearing-impaired adults. It contains more than 500 entries with workplace-relevant vocabulary, each including an illustration of the signed word or phrase in American Sign Language, a description of how to make the sign, a definition of the word or phrase, a series of work-related sentences using the word/phrase, and an illustration demonstrating the meaning of words that can be pictured. The entries are divided into 28 topic areas: pronouns; size/shape/quantity; health/hospital; common signs; on the job; interview/forms; safety/survival; bank/money; supermarket; time/schedule; computers; directions/reinforcement; family relationships; questions; fruits/vegetables; mail room; people; fast food/restaurant; around the house; desserts/snacks; adult day care; drinks; colors; containers/utensils; police; holidays; feelings; and common phrases. Directions for using a Macintosh computer disk to access the dictionary or make printouts are included. (KC).

5

AN ED342896.
IN Western Pennsylvania School for the Deaf, Pittsburgh. BBB08517.
TI Developing a Computer Data File: Signs, Illustrations, and Vocabulary for Use with and by Hearing-Impaired Adults.
PR EDRS Price - MF01/PC08 Plus Postage.
AV AdvancE, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333 (report, dictionary, and diskette).
NT 193p. ; For the dictionary, see CE 060 420.
YR 91.
AB A project developed a computerized data file of essential vocabulary, signs, and illustrations to be used to train deaf or hearing-impaired adults. Project activities included the following: designing a data entry and retrieval system for the project; identifying the interactive vocabulary most needed by deaf employees and their co-workers; illustrating the signs from American Sign Language (ASL) for each concept; illustrating the concept; writing definitions and sentences for each concept; and entering the data into a Macintosh computer Hypercard file. The end product is a set of more than 500 data cards with workplace-relevant vocabulary, each including an illustration of the signed work or phrase in ASL, a description of how to make the sign, a definition of the word or phrase, a series of

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work-related sentences using the word/phrase, and an [illegible] demonstrating the meaning of words that can be pictured. The cards are divided into 28 topic areas. The data may be accessed directly on the computer or may be printed out into little dictionaries of vocabulary for use by literacy trainers, employers, or employees at work sites. (This report includes four appendixes: an alphabetical listing of datafile entries, a categorical listing of datafile entries, sample printout options, and resumes of project staff.) (Author/KC).

6

AN ED335547.
IN Tecumseh Consortium, Springfield, OH. BBB29081.
TI Literacy and Career Choices. Final Report.
PR EDRS Price - MF01/PC02 Plus Postage.
NT 36p.
YR 90.
AB The Literacy and Career Choices program included several initiatives to address problems of illiteracy in Champaign, Clark, Greene, Madison, and Union Counties, Ohio. A special adult basic education program for deaf adults was established. Twenty-one deaf adults with basic literacy skill needs were identified, and individual service plans were established for each student. The adult basic education class was held 3 hours per day, 2 days per week. Students also received individual tutoring and training and were provided with computer-assisted remediation. Teachers provided life skills and self-esteem enhancements as well as career information and placement assistance to participants. Case studies of five students were developed, and an analysis was made of how the class affected the entire deaf community within the service area. A second initiative was establishment of a homework center for youth in Union County who were having difficulty with school and homework because of literacy problems. Twenty-six youth referred by parents, teachers, counselors, principals, and friends attended preventive literacy training classes. Another initiative was establishment of a literacy tutoring corps of senior citizens in Madison County. An external evaluation found all three projects achieved excellent coordination with other agencies involved with literacy programs and were suitable for use as models. (YLB).

7

AN ED317764.
AU Norton, Marian, Ed.
IN Australian Council for Adult Literacy, Victoria. BBB27605.
TI Literacy for Living Conference Papers. Australian Council for Adult Literacy National Conference (12th, Brisbane, Australia, 1988).
PR EDRS Price - MF01/PC11 Plus Postage.
NT 265p.
YR 88.
AB This document contains 43 papers on many aspects of adult literacy: "Literacy, Human Rights and Equality of Opportunity" (Einfeld); "Overcoming Illiteracy" (Marquet); "The Literacy Issue" (Crocker); "Literacy and Civil Liberties" (O'Gorman); "Designing a Tutor Training Program for Tutors of ESL" (Bowyer); "Catch the Spirit" (Stephens); "Reading, Writing, and Problem Solving" (Thiering); "Making the Band Aids Stick" (Bentley); "Two Minutes from Experiences of Literacy Campaign in Thailand" (Kaewsaiha); "Beghilos and the Pig Problem" (Hawke); "Issues in Adult Literacy" (Kindler); "Training Tutors for Adult Aboriginal and Torres Strait Islander Literacy/Numeracy Students" (Lewis); "Alice and the Magic Mushroom or an Adult Literacy Organiser in Townsville" (Barclay); "Overcoming Disabilities" (Hoskisson, Eden); "Positive Factors of Participation for Women in Prison Literacy Programs" (Cassidy, Sim); "The Effect of Language Analysis on Teaching in Adult Literacy" (Evans); "Adult Basic Education--Its Role in the Reeducation of Brain Injured People" (Curtis); "Teaching Reading in Adult Basic Education Content Areas"

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(Johnson); "Literacy Programs for Deaf Adults" (Bateman); "Recognising, Responding, Remedying--The Three 'Rs' Library and Information Services' (Main); "The Advantages of the Computer in Teaching Adult Literacy" (Howie); "Potential Unexploited: Public Libraries and Adult Literacy" (Cram); "Innovative Methods Equal Successful Results" (Brozie); "Training Tutors" (Dundas, Strong); "What Can I Read"? (Treloar); "The Use of an Informal Preliminary Interview in Developing Individual Literacy Programs for Adults with Disabilities" (Watson); "Writing Is for Everyone" (Treloar); "Barriers to Participation in Prison Literacy Programmes" (Black); "Literacy Funding" (Haughton, Hurley); "Hello? Hello? Hello? Using Interactive Communication Technologies to Improve Literacy" (Lundin); "Students in Access Classes" (Cornish); "They Can Read--Try Another Way" (Rock, Whales, Russell); "Managing the Comprehension Gap with Health Instructions" (Doak, Doak); "Literacy and Numeracy Provision for Mildly Intellectually Disabled Adults" (Learmont); "Interactive Reading" (Strempel); "'Hey, Miss, I Can't Read These Notes'" (Greenland); "Accelerative Learning" (Strempel); "The Language of Mathematics" (Tout); "Curriculum Processes for Adult Migrant Literacy Materials" (Burton); "Doing Case Study Research" (Grant, Treloar); "Will National Core Curriculum Courses Produce Apprentices Who Cannot Read"? (Hope); "Libraries and Literacy" (Reid); and "Communication Skills for Hearing Impaired Young Adults" (Calver). (KC).

8

AN EJ395581.
AU Robinson, Ann E. Garrett.
TI Culture Conscious Teaching: A Case Study Approach.
SO Community, Technical, and Junior College Journal; v60 n1 p17-21 Aug-Sep 1989. 89.
AV UMI.
YR 89.
AB Advocates a recognition of students' individual cultures. Describes the efforts of Oglala Lakota College (South Dakota), Daytona Beach Community College (Florida), Northwestern Connecticut Community College, and South Central Community College (Connecticut) to meet the needs of Native Americans, illiterate adults, deaf students, and White students with strong ethnic identities. (DMM).

9

AN ED298052.
AU Rutkowski, Edward, Ed.
IN Midwest History of Education Society, Cedar Falls, IA. BBB25997.
TI Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (23rd, Chicago, Illinois, November 5-7, 1987).
SO Journal of the Midwest History of Education Society; v16 1988. 88.
PR EDRS Price - MF01/PC10 Plus Postage.
NT 233p. ; For related documents, see SO 019 242-256.
YR 88.
AB Presented in four parts, part 1 of these conference papers discusses the controversy over Michael Katz's analysis of votes in Beverly, Massachusetts; Cora Wilson Stewart's crusade for literacy in Kentucky; and the debate over deaf education between Edward Miner Gallaudet and Alexander Graham Bell. The titles are: "What the Katz/Vinovskis Debate Tells Us about the Limits of Quantitative History" (Angus); "The Dream of a Common Language" (Estes); and "The Oral-Manual Debate in Deaf Education" (Reagan). The four papers in part 2 discuss women's colleges in Delaware, New Jersey, and Rhode Island; Lester Frank Ward's educational program; the influences of Herbartianism; and the legislative reforms for education based on the Harper Report of Chicago. The titles are: "Women's Co-ordinate Colleges Amid Male Supremacy" (Taggart); "A Note Concerning Lester Frank Ward and Progressive Education" (Rutkowski); "U. S. Herbartianism at the State and Local Level" (Berry); and "Attempting School Reform in Turn of the Century Chicago" (Ginsberg). Part 3 discusses Iowa's teacher education program 100 years ago and today.

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the evolution of normal schools' curriculum, and the history of Litchfield (Connecticut) Law School. The titles are: "Assessing the Knowledge, Skills, and Professional Attitudes of New Teachers in Iowa, 1878-1887 and 1978-1987" (Kniker); "The Evolution of Teacher Training" (Scatena); and "The Origin of Professional Education" (Handler and Handler). In part 4, four papers discuss the comparison of grade attainment and ethnicity in Pittsburgh (Pennsylvania), curricular efforts and social reconstructionism during the Depression, the failure of the American Association for Adult Education, and the evangelical messages in the "Young People's Weekly". The titles are: "The Educational Experiences of Ethnic and American Students in the Pittsburgh Public Schools, 1911-1928" (Martin and Bickel); "Radical Politics" (James); "The Anti-Profession Profession" (Rose); and "The School in a Newspaper" (Townsend). The program and business meeting's minutes are included. (DJC).

10

AN ED290263.
AU Harmon, Marguerite; Frantz, Matthew.
TI Computer Use as a Tool in Vocational Preparation and Adult Basic Educational Curriculums.
PR EDRS Price - MF01/PC01 Plus Postage.
NT 21p. ; In: Murphy, Harry J. Ed. ; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
YR 86.
AB A 3-year project has helped deaf workers and students acquire basic computer operating skills. Local labor market aspects were assessed through an Index Rating System with 113 different employers and 279 job profiles. Research was conducted regarding academic achievement for the hearing impaired and adult basic education population. Specific curriculum components for the career awareness and computer literacy areas are described. The adult basic education program is also briefly reviewed. Evaluation data are summarized, and implications noted, including the prevalence of unrealistic educational expectations by employers. (CL).

11

AN ED281066.
IN Adult Literacy and Basic Skills Unit, London (England). BBB24361.
TI Special Needs. Viewpoints. A Series of Occasional Papers on Basic Education. Issue No. 2.
PR EDRS Price - MF01/PC02 Plus Postage.
NT 28p.
YR 85.
AB This collection of papers focuses on working with adults who have special needs. In her paper entitled "Literacy and the Visually Handicapped," Janice E. Mason examines ways in which strategies for meeting the needs of visually handicapped persons can be integrated into literacy programs. "Singer and Listener: Basic Education Work with the Mentally Ill" is Peter Lavender's exploration of the field of basic education work with mentally ill persons. Chris Lloyd provides an overview of the educational needs of physically disabled persons in a paper entitled "Adult Education and People with Physical Disability". In her paper "Special Provision for the Deaf," Fiona McIntosh outlines the difficulties affecting deaf students and suggests strategies for dealing with them. Jacqueline Malec, in a paper entitled "Learning to Cope in Further Education," examines the issues involved in setting up and administering courses in a further education college for students with severe and moderate learning difficulties. "Education for Special Needs with an Emphasis on Adult Literacy for Spastic Adults," which was written by Carole Sharkey, examines new strategies for equipping spastic adults to fight for their rights. (MN).

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12

AN ED279202.
AU Staton, Jana, Ed.; And Others.
IN Center for Applied Linguistics, Washington, D.C. FGK12750.
TI Dialogue, Volume 3 Nos. 1-4, December 1985-December 1986.
SO Dialogue; v3 n1-4 Dec 1985-Dec 1986. Dec 86.
PR EDRS Price - MF01/PC02 Plus Postage.
NT 50p.
YR 86.
AB These four issues of a bulletin on the use of dialogue journals in foreign language teaching include these articles: "Dialogue Journals and Reading Comprehension"; "Secret Messages: Dialogue Journals as a Reading Event"; "The Teacher's Writing as Text"; "Using Dialogue Journals in Reading Classes"; "Effective Teacher Change: A Focus on the Individual"; "ESL Teachers as Language Advocates for Children"; "'Sheltered English' Applied to Writing"; "Writing and Reflecting on Writing"; "Making Language Connections: Writing in ESL Pull-Out Classes"; "Using Dialogue Journals to Develop a Discourse-Based Performance Measure"; a review of "Teacher Strategies: Linguistic Devices for Sustaining Interaction" (a dissertation); "'How Is Your Weekend and What Did You Do': Second Language Learners' Understanding of Audience"; "The Dialogue Journal and Migrant Education"; "Features of Semi-Literate Writing: One Student's Development"; "Using Dialogue Journals for a More Meaningful Cultural Orientation Class"; "Moving Students from Frozen to More Creative Language Use"; "Yes, Teacher, There Is Hope! "; "A Principal's View of Dialogue Journals"; "The Safety Valve"; "Dialogue in Marketing Education"; "Time--The Greatest Gift"; "Research on Teacher Strategies: Exploring the Effects of Glib Responses to Journal Entries"; "Mapping Conversational Roles"; and "Interactive Writing with Computers: One Solution to the Time Problem". Recent publications and notes from the field are also included. (MSE).

13

AN ED263304.
IN Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education. EDD00029.
TI Secretary's Awards for Outstanding Adult Basic Education Programs, 1985.
PR EDRS Price - MF01/PC01 Plus Postage.
NT 24p.
YR 85.
AB Profiles are provided for the outstanding adult basic education (ABE) program in each of 10 regions. Each profile provides a brief background; discusses the program's focus(es); describes program activities, operation, and components; presents some figures on the population served; and provides the name, address, and telephone number of a contact person. These programs are included: Nashua (New Hampshire) Adult Learning Center ABE Program; Fair Law (New Jersey) ABE Program for the Deaf; Fairfax (Virginia) Adult Integrated Network (FAIN); ABE, Caldwell Community College and Technical Institute, Hudson, North Carolina; ABE--Lawrence Adult Center, Springfield, Illinois; Dona Ana Branch Community College--ABE, New Mexico State University, Las Cruces, New Mexico; Alliance, Nebraska ABE; Billings (Montana) Adult Education Center; Rio Salado ABE, Rio Salado Community College, Phoenix, Arizona; and Sitka (Alaska) Basic Education Program. (YLB).

14

AN ED251143.
IN New York City Technical Coll, Brooklyn, Div. of Continuing Education and Extension Services. BBB16195.
TI CUNY Tech Continuing Education Annual Report, 1983-1984.
PR EDRS Price - MF01/PC03 Plus Postage.
NT 70p. ; For an earlier report, see ED 234 826.
YR 84.
AB Information on funding, enrollments, and outcomes is provided for the

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Introductory material analyzes enrollments in the division, discusses the effects of funding changes, and summarizes major accomplishments in selected areas. Subsequently the report's 10 chapters discuss: (1) the division's tuition courses and programs; (2) contract courses with business and industry; (3) Project Stride, which offers job training instruction in clerical skills and data entry operations; (4) the Expanding Options for Teen Mothers and Access for Women programs, which emphasize nontraditional careers for women; (5) the Vocational Training Program for Deaf Adults; (6) the Adult Vocational Counseling Center; (7) adult literacy and learning programs, including those offered by the Adult Learning Center, the Correction Education Program, the Job Training Partnership Act Basic Skills Program, and the City University of New York's General Education Development Program; (8) older adult programs offered by the Institute of Study for Older Adults; (9) the Building/Housing Superintendents' Training Program; and (10) the Multi-Family Housing Energy Conservation Program offered by the Apartment House Institute. Statistical data on tuition-based and grant-sponsored programs are appended. (LAL).

15

AN ED221243.
IN New York City Technical Coll. Brooklyn. Div. of Continuing Education and Extension Services. (BBB16185).
TI CUNY Tech Continuing Education Annual Report, 1981-1982.
PR EDRS Price - MF01/PC04 Plus Postage.
NT 78p.
YR 82.
AB Funding, enrollments, and outcomes are reported for the programs offered duting 1981-82 by New York City Technical College's Division of Continuing Education and Extension Services. The report's introduction analyzes enrollment in the division and summarizes accomplishments and funding problems for selected programs. Subsequently, the report's eight chapters discuss the year's activities and accomplishments of: (1) the division's tuition programs, which provide adult students with entry-level job skills, skill upgrading, and training for certification and licensure; (2) adult literacy and learning programs, and extension services to two correctional institutions; (3) outreach and training programs for women in nontraditional occupations, such as machine tool, building systems, maintenance and repair; (4) vocational programs for deaf adults; (5) the Adult Vocational Counseling and Guidance Center; (6) technical training programs for disadvantaged adults (in the areas of clerical and data entry occupations, digital electronics, and welding), bilingual students (in the area of home attendant training), and transit workers; (7) programs for older adults, which include classes in consumer advocacy, and information and referral training; and (8) training for apartment managers, superintendents, and staff. The report concludes with tables illustrating enrollment and funding sources. (KL).

16

AN ED201353.
IN New York City Technical Coll. Brooklyn. Div. of Continuing Education and Extension Services. (BBB16185).
TI Annual Report, 1979-1980. New York City Technical College.
PR EDRS Price - MF01/PC03 Plus Postage.
NT 73p.
YR 80.
AB Funding, enrollments, and outcomes are reported for the programs offered during 1979-1980 by New York City Technical College's Division of Continuing Education and Extension Services. The report's introduction analyzes enrollment in the division, summarizes

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Subsequently, the report's nine chapters discuss the year's activities and accomplishments of: (1) the division's tuition programs, which provide adult students with entry-level job skills, skill upgrading, and training for certification and licensure; (2) the Adult Vocational Counseling Center; (3) vocational programs for deaf adults; (4) training programs for women in non-traditional occupations; (5) technical training programs for disadvantaged adults in the areas of digital electronics, machine tool trades, welding, electronic assembly, and food services; (6) technical programs to upgrade the skills of transit workers, biomedical technicians, and day care center cooks; (7) public symposia on prenatal diagnosis and hearing amplification for the elderly; (8) adult literacy and learning programs and extension services to the Brooklyn House of Detention; and (9) programs for older adults. With variations, these narratives summarize enrollment, funding, recruitment, instruction, and placement. The report concludes with tables illustrating enrollment and funding sources. (JP).

17
AN ED179270.
AU Eisenstein, Fannie.
IN New York City Community Coll. Brooklyn, N.Y. Div. of Continuing Education and Extension Services. (BBB16185).
TI Annual Report, 1978-79.
PR EDRS Price - MF01/PC03 Plus Postage.
NT 70p.
YR 79.
AB This six-part report summarizes the 1978-1979 activities of the Division of Continuing Education and Extension Services at the New York City Community College. Part I discusses tuition courses and programs, including a program for Head Start staff and parents on the mainstreaming of handicapped children, a symposium on hearing aid technology in tinnitus treatment, an institute for continuing education in radiologic technology, and an institute serving apartment owners and management groups. Part II discusses programs for older adults, including an institute of study for older adults, an elderly homebound program, community workshops for consumer education, an information and referral service, and a program to train the elderly to work as teacher aides in public schools. Part III describes the college's adult learning center and adult reading academy, as well as the outreach program at the Brooklyn House of Detention. Part IV discusses the history, student participation, and program development of the vocational program for deaf adults. Part V discusses nontraditional vocational training for women, food service training, pest control training for students with limited English, day care cooks' training, and a program on digital electronics for biomedical equipment technicians. Part VI discusses the college's state civil service employee benefits training program. (JP).

18
AN ED159305.
AU Luke, Robert A.; Boggs, Carol.
IN Gallaudet Coll. Washington, D.C. Center for Continuing Education. (BBB11248).
TI The Planning, Implementation, Financing, and Management of Continuing Education Programs for Deaf Adults. Tricks of the Trade.
PR EDRS Price - MF01/PC06 Plus Postage.
NT 128p.
YR 76.
AB Suggestions are offered to adult educators for developing programs and obtaining funding for deaf education. The first seven chapters deal with program development. In chapter 1 demographics which relate to the hearing impaired are examined. (A million and

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Chapter 2 discusses deaf learning needs and assessment methods. sample questionnaires are included. Chapter 3 focuses on promotional techniques for programs and includes sample forms. In chapter 4 ways of finding and supporting teachers and interpreters are suggested. Chapter 5 documents adult basic education needs for the deaf (only one-third of the deaf population has a high school diploma); programs and materials are suggested. Chapter 6 outlines the advisory committee's make-up and functions. In chapter 7 steps in planning, implementing, and administering deaf education programs are reviewed. The remaining chapters focus on funding. Chapter 8 discusses financing resources and requirements. Local funding possibilities are examined in chapter 9, and state and federal funding sources are listed in chapter 10. Chapter 11 lists foundation-supported projects and discusses funding criteria. (CSS) .

19
AN ED092764.
AU Block, Samuel A.
IN Illinois Association of the Deaf, Jacksonville. (BBB10551).
TI Adult Education for the Deaf of Illinois: A Needs Assessment.
PR EDRS Price - MF01/PC06 Plus Postage.
NT 128p.
YR 73.
AB This report was designed mainly to develop information on the need and available resources for providing adult education programs for the hearing-impaired population of Illinois. Information was gathered through questionnaires mailed to persons identified through the records of the National Census of the Deaf, and follow-up interviews on a 200-case sample of respondents to the mail questionnaire. Questionnaires were sent to 4,300 and returned by 1,200 hearing-impaired persons--about 7 percent of the estimated total of such persons in the State. The survey indicated that about 75 percent of the respondents were interested in resuming educational activities, largely in basic education and upgrading of vocational skills. They also indicated an overwhelming preference for direct supportive communication in the classroom. The community college system in Illinois was rated an ideal one for delivery of adult education services to hearing-impaired persons in meaningfully-structured programs. Site visits to about one-third of these colleges established the acceptance of their directors of that principle. The report therefore included a recommendation for establishment of a State fund to finance special supportive services by community colleges and certain other educational institutions for that purpose. (Author/EA).

20
AN ED062586.
AU Kirchner, Carl J. Ed.
IN San Fernando Valley State Coll. Northridge, Calif. (CIQ78225).
TI Project DAWN, 1970: A Report of Project DAWN and Its Four Follow-Up Meetings.
PR EDRS Price - MF01/PC08 Plus Postage.
NT 189p.
YR 70.
AB The activities, speeches, and reports of the participants and lecturers of Project DAWN (Deaf Adults With Need) during 1970 are presented. Project DAWN is designed to: (1) work with Adult Basic Education leaders in establishing programs applicable, attractive, and useful to the deaf community; and (2) motivate and help the deaf adult to take full advantage of these programs. The program covers a four-week period of intensive work in the following areas: (1) Community Leadership; (2) Philosophy, Organization and Administration of Adult Education Programs; and (4) Lecture Series Regarding Various Aspects and Problems of Deafness, Organization of Programs and Leadership. The 24 participants in the 1970 program came from 17 states. Four regional follow-up meetings were held in Wichita,

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Kansas, San Francisco, California, Chicago, Illinois, and New York City. The participants in Project DAWN and in the regional meetings are listed. (DB).

21

AN ED016102.
AU RETHERFORD, ROBERT M.
IN Michigan Association for Better Hearing, East Lansing. (MVR10239).
TI A PERSONAL ADJUSTMENT AND PRE-VOCATIONAL CENTER FOR NON-FEASIBLE DEAF ADULTS AND RESEARCH TO DISCOVER AND ESTABLISH--(1) THE EXTENT TO WHICH VOCATIONAL REHABILITATION CAN BE ACHIEVED, (2) THE TIME REQUIRED, AND (3) THE COST. FINAL PROJECT REPORT.
PR EDRS Price - MF01/PC08 Plus Postage.
NT 190P.
YR 65.
AB DEAF MEN WHOSE HANDICAPS WERE BEYOND THE SCOPE OF AVAILABLE STATE SERVICES WERE ENROLLED IN A PROGRAM TO DEVELOP READINESS FOR VOCATIONAL REHABILITATION. THE 33 TRAINEES WERE GIVEN INSTRUCTION IN COMMUNICATION, READING, SOCIAL STUDIES, ARITHMETIC, SOCIAL ADJUSTMENT, OCCUPATIONAL TRAINING, DRIVER EDUCATION, AND PREEMPLOYMENT TRAINING. TRADITIONAL CLASSROOM TEACHING TECHNIQUES WERE USED. THE SMALL SIZE OF THE TRAINEE SAMPLE, THE INADEQUACY OF INFORMATION ABOUT THE DEAF CLIENTS, AND THE LACK OF RELEVANT NORMATIVE DATA SHOULD BE CONSIDERED IN CONNECTION WITH THE FOLLOWING FINDINGS--(1) THE MAJORITY OF TRAINEES OBTAINED SOME TYPE OF EMPLOYMENT, (2) EVIDENTLY MOST OF THE MEN REACHED A LEARNING PLATEAU IN THE SIXTH AND EIGHTH MONTHS OF TRAINING, (3) ALTHOUGH ACADEMIC SKILL IMPROVED LITTLE, THERE WAS EVIDENCE THAT EXPOSURE TO FORMAL INSTRUCTION BROADENED COMMUNICATION SKILLS AND MADE POSSIBLE MORE CONTACT WITH OTHER TRAINEES AS WELL AS WITH OTHER DEAF OUTSIDE, AND (4) THE 33 MEN SPENT AN AVERAGE OF 368.2 DAYS IN TRAINING AT AN AVERAGE COST OF APPROXIMATELY $10,250 PER MAN PER YEAR. IT WAS RECOMMENDED THAT FUTURE RESEARCH FOCUS ON TWO DISTINCT BUT HIGHLY RELATED AREAS OF DEFICIENCY IN THE UNDERPRIVILEGED DEAF, LITERACY AND COMMUNICATIVE ABILITY, AND PSYCHOLOGICAL ADJUSTMENT. TRAINEE SELECTION AND EVALUATION METHODS, PROGRAM FACILITIES AND CONTENT, PLACEMENT ACTIVITIES, AND TABLES OF TRAINEE INFORMATION ARE INCLUDED. (JK).

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NEEDED -- VOLUNTEERS TO WORK WITH INTERESTED INDIVIDUALS TO LEARN/IMPROVE THEIR ENGLISH LITERACY SKILLS.

VOLUNTEERS MUST HAVE GOOD SIGN LANGUAGE SKILLS AND BE FLEXIBLE IN COMMUNICATION STYLE.

VOLUNTEERS WILL RECEIVE A TOTAL OF 34 HOURS OF TRAINING. 18 HOURS OF LITERACY VOLUNTEERS OF AMERICA TRAINING, 16 HOURS OF ADAPTED TRAINING PROVIDED BY THE ADULT LITERACY INITIATIVE OF GALLAUDET UNIVERSITY.

TRAINING IS SCHEDULED FOR 1/9, 1/16, 1/30 AND 2/6, 2/7, 1993.

FOLLOWING TRAINING VOLUNTEERS WILL BE EXPECTED TO WORK AN AVERAGE OF 5 HOURS A WEEK AND MUST COMMIT TO VOLUNTEER FOR A PERIOD OF NOT LESS THAN ONE YEAR.

COORDINATION, SUPPORT SERVICES AND RESOURCE ASSISTANCE WILL BE PROVIDED BY A DEAF SERVICES COORDINATOR THROUGH THE ONONDAGA COUNTY PUBLIC LIBRARY LITERACY PROGRAM.

INTERESTED PERSONS SHOULD CALL SALLY MCSWEEN AT AURORA OF CNY, INC. AT 422-23212 VOICE OR 422-9746 TDD.

THIS PROJECT IS SUPPORTED BY THE US DEPARTMENT OF EDUCATION - TITLE VI GRANT, ONONDAGA COUNTY PUBLIC LIBRARY, AURORA OF CNY, INC AND LITERACY VOLUNTEERS OF GREATER SYRACUSE.

Serving people who are blind, deaf, visually impaired and hard of hearing.

Member of United Ways of Central New York,
Greater Fulton, and Cayuga County.

616 SOUTH SALINA ST., SYRACUSE, NY 13202
(315) 422-7263
FAX (315) 422-4792
TDD (315) 422-9746

AURORA

OF CENTRAL NEW YORK INC.

December 15, 1992

Dear Prospective Literacy Volunteer:

Thank you for your interest in the Onondaga County/Aurora/Literacy Volunteers Literacy Project for the Deaf. We're getting organized for the upcoming training and we're all very excited. This is a one year grant project funded by Federal LSCA VI Library Literacy Projects funds. At the end of the grant year we are hoping to be able to continue the project on a volunteer basis, utilizing the same kind of system currently employed by Literacy Volunteers of Greater Syracuse. The scope of the project is to serve residents of Onondaga County.

It is expected that volunteers will commit to work at least one year as a tutor. Tutoring sessions are typically twice a week for 1-1 1/2 hours. You will also need preparation time. There will be a half time project coordinator, located at Beauchamp Library who will be available as a guide and resource to the tutors. Tutors will work with students 1:1. Site of tutoring will be determined by negotiation between the student and the tutor. We encourage the use of public places such as libraries.

Prospective tutors will receive a total of 34 hours of training. 18 hours of standard Literacy Volunteers of America Training, and 16 hours of adapted training provided by Gallaudet University. All training fees and material costs will be paid for through the grant. Other recommended texts and computer support will be available for loan/use at Beauchamp Library. Computer orientation will be available.

Tutors are not permitted to miss more that 3 hours of training.

The training schedule is as follows:

Literacy Volunteer Training: 1/9, 1/16, 1/30 (Saturdays)
9:15 am to 3:30
includes coffee break and 1/2 lunch - BYOBag
Beauchamp Library - Cor. S. Salina & Colvin Sts. 2nd floor

Gallaudet Training: 2/20 & 2/21 (this a change from the original date, the holiday is 2/15)
9:00 am to 5:00 pm

2/20 is a train the trainers workshop as we hope that we will be able to replicate this training, with tutor assistance at a later date.

2/21 will be a tutor training workshop

Betts Library, 4862 S. Salina Street, Syracuse
You are expected to attend both days of training.

PLEASE RETURN YOUR REGISTRATION FORM BY 1/4/93.

If you have any questions please feel free to call me at 422-2321 v. or 422/9745 tty.

Thanks again for your interest in our project.

Sincerely,

Sally McSween
Program Director Deaf Services

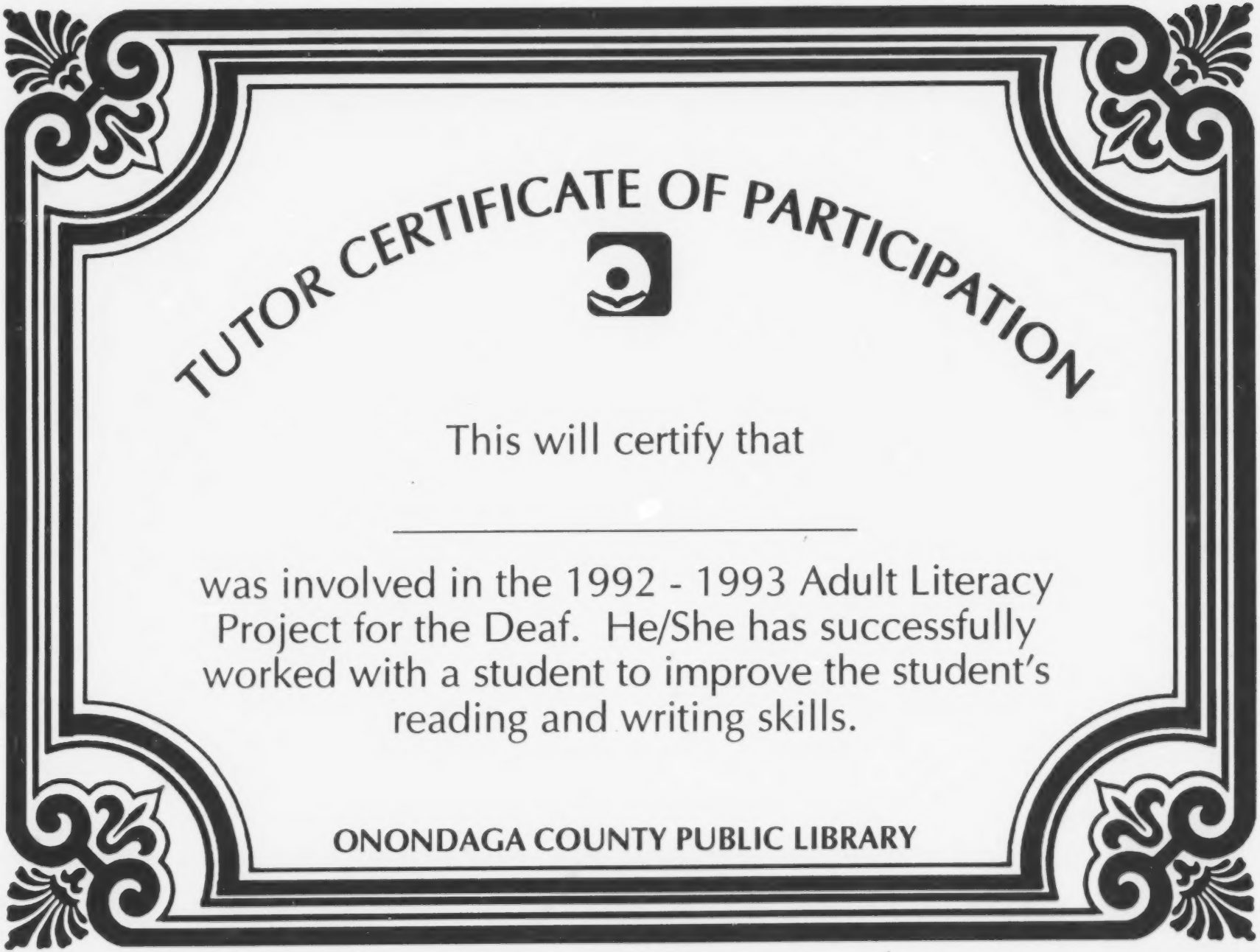
CERTIFICATE OF ATTENDANCE

This will certify that

_____

participated in a tutor training workshop
conducted by Gallaudet University
at
Betts Branch Library
on February 20 and 21, 1993.

ONONDAGA COUNTY PUBLIC LIBRARY


TUTOR CERTIFICATE OF PARTICIPATION
This will certify that
was involved in the 1992 - 1993 Adult Literacy Project for the Deaf. He/She has successfully worked with a student to improve the student's reading and writing skills.
ONONDAGA COUNTY PUBLIC LIBRARY

Onondaga County Public Library

Literacy Project for Deaf Adult Learners

Curriculum for Training Volunteer Tutors

Gallaudet University Regional Center
Northern Essex Community College
Haverhill, MA. 01830

June, 1993

The contents of this publication were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Introduction To the Training Curriculum

This Curriculum was developed for use by the Onondaga County Public Library's Literacy project. It is intended as a guideline for use by trainers when training volunteers to work with Deaf adult learners. Sections of this curriculum may be adapted to reflect the specific issues/needs in your local Deaf community. For example, the Case Studies in Day 1, Session 5 may be adapted to include local considerations. We also have suggested specific videotapes for use in the Deaf Culture Session. Individual trainers may have other videotapes in mind which can be appropriately substituted.

It is strongly recommended that Deaf adults be part of the training, both as trainers and trainees. This allows for the volunteers to interact with and learn from the Deaf adults, which is invaluable. It is also important to utilize interpreter services, and assistive listening devices, if requested, during the training, so that communication is accessible for all involved.

While this curriculum gives a great deal of introductory material for working with Deaf adult learners, it is suggested that trainees accepted into the training already have the communication skills in Sign Language to be able to effectively work with their learners.

The last section of the curriculum includes a variety of handouts which can be distributed when the trainers feel it is appropriate.

Literacy Training

Agenda

Day 1

Session 1: Introduction and Goals (60 min.)

Session 2: Introduction to the Deaf Community and Educational Backgrounds (40 min.)

Session 3: Learner/Tutor World (20 min.)

Session 4: Cross Cultural Case Studies (45 min.)

Session 5: Deaf Culture, Folklore, and Storytelling (45 min.)

Session 6: Concepts of Language (ASL and English) (20 min.)

Session 7: Language Experience Activity (30 min.)

Session 8: Journal Writing Experience (15 min.)

Session 9: Process Oriented Writing (50 min.)

Session 10: Panel Discussion: Deaf Adult Learners (60 min.)

Day 2

Session 1: Bilingual/Bicultural Issues (45 min.)

Session 2: Case Study of the First Two Lesson Plans (45 min.)

Session 3: Approaches to Reading (45 min.)

Session 4: ASL Grammer Activity (30 min.)

Session 5: Error Correction (30 min.)

Session 6: Mindmapping (45 min.)

Session 7: Peer Teaching Activity (1 hr. 40 min.)

Session 8: Deaf Organizations and Resources (20 min.)

Session 9: Question and Answer, Wrap-Up, Evaluation (30 min.)

Day 1

Introduction to Session 1: Introduction and Goals

This session is intended to introduce the participants to each other and to the philosophy of the Literacy Training program. We want to explain the approach of this training which includes affective knowledge and technical skills, both of which are crucial subjects for an effective tutor training. We also want to underscore that the design of this training is "participant centered" in an effort to model the type of "learner centered" interaction we hope will occur between tutors and learners in the future. Giving an overview of the training agenda for the entire two days will give the participants an idea of the range of concepts which will be covered in the training program. Finally, a goal comparison exercise gives the participants an opportunity to question their own motivations about becoming tutors, to consider how both their goals and learners' goals compare with program goals. At the end of this session, the participants should have a clear idea of the training and the goals of all involved.

Day 1
Session 1: Introduction and Goals
Time: 60 min.

Materials Blackboard and chalk or easel, newsprint and marking pens
Tape
Newsprint stating "Goals for the training
Newsprint listing "Agenda" for the entire training
Newsprint listing things participants should say when they introduce themselves
Newsprint stating "Tutor Goals"
Newsprint stating "Program Goals"
Learner Statements on individual cards

Objectives: Participants will...

Introduce themselves to each other
Become familiar with the training program
Examine and evaluate the goals of learners, programs, and themselves

Activity 1: Welcome and Overview (10 min.)

Step 1 Welcome volunteers, say your name, title and any other information you would like to give.

Step 2 **Training Overview:**

This first session is about the goals and needs of adult learners, and how to be sensitive to these.

Future sessions will be looking at current methods of instruction, at methods for teaching reading and writing, and lesson planning.

Summary sheets will be handed out after each activity or technique demonstrated, so participants can be encouraged to relax and participate in the activity without worrying about taking detailed notes.

Activity 2: Participant Introductions (10-15 min.)

Step 1 Ask participants to introduce themselves individually.

Step 2 Show newsprint which lists specific things participants should tell about themselves. (pre-written)

Name
Something they would like to share
The most important thing they would like to get from this training
How they got involved/interested in working with Deaf adult learners

Participants here will be stating what they hope/need to learn in the training or they may be stating a concern they have about the tutoring. This information will be helpful to the trainer in adapting the training sessions to answer the needs and concerns of the participants; i.e., focusing on techniques if participants are nervous about their teaching ability; providing logistical information if participants are concerned about setting up tutoring sessions, etc.

Activity 3: Tutor Goals (10 min.)

Step 1 Put up pre-printed list of tutors' goals. Explain that these were gleaned from what various volunteers have said during orientations. Ask if participants want to add more specific goals that pertain to them. If so, list.

Step 2 Encourage participants to make any observations about tutors' goals (broad, narrow, self-centered, selfless, etc.) that they wish . If none, comment. Then explain that this list of goals will be looked at more later.

Activity 4: Program Goals (5 min.)

Step 1 The Program Director/Volunteer Coordinator talks about the program's goals and puts up pre-written "Program Goals newsprint. Ask for questions.

Activity 5: Learner Goals (15 min.)

Step 1 Mention that we will look at the learners' goals.

Step 2 Hand out learner goal statements, one to each participant and allow time for participants to read silently.

Step 3 Ask for volunteers to read their statements aloud (not mandatory). After each statement is read, get participants to help you paraphrase that learner's goal. Write on board or easel under "Learners' Goals". Continue until all statements are done.

Ask participants if they are surprised by any of the goal statements or if they have learned anything new.

Step 4 Mention that goals are general and just a sampling. Ask participants to think of additional goals. List any mentioned.

Activity 6: Goal Examination (10 min.)

Step 1 Arrange 3 lists (Program, Tutor, Learner Goals) on wall or board. Allow participants to read silently for 1-2 minutes.

Step 2 Facilitate group discussion to examine goals by asking questions:
Does anything surprise you?
How are these lists similar?
Are these goals idealistic? Is that bad? Unrealistic?
Which could be considered short term goals? Long-term goals?
How could long-term goals be broken down into attainable steps?
Can tutor/learner goals be reached simultaneously?
How can you as a tutor, work with a learner to think through long and short term goals and to think through the steps for achieving them?

Step 3 Summarizing points for trainer to make or to emphasize:

Most learners want to help self, some to help others
Most tutors want to help others, some to help self
It's good to have some selfish motivation for tutoring
Tutor's, learner's, programs goals should all fit together

To be pre-printed on newsprint by trainer

Learner Goals

- to improve writing skills in English and to get a better job
- to get a driver's license
- to become a U.S. citizen
- to get a GED
- to better understand U.S. Deaf culture
- to read the newspaper
- to help his/her children with their homework
- to read a manual for a new machine at work
- to read stories to his/her children
- to converse easily, comfortably with people he/she meets
- to read and understand bills and notices

To be pre-printed on newsprint by trainer

Tutor Goals

- be helpful
- impart knowledge
- learn about a different person's life perspective
- share enthusiasm for reading
- work with someone new
- get experience teaching
- give pleasure
- open up someone's world
- help someone break the "cycle"
- learn how to teach
- do volunteer work
- obtain gratification from helping
- learn and grow
- repay own good fortune
- get experience in teaching techniques
- improve someone's employment opportunities
- continue to be a volunteer teacher
- reduce illiteracy rate

To be pre-printed on newsprint by trainer

Program Goals

- to empower Deaf people
- to provide tutoring for Deaf individuals and small groups
- to assist Deaf people in improving their English skills
- to supplement the Adult Education Program through tutorial assistance

Note: The Program goals of the learning center(s) where the participants will be tutoring should be listed on newsprint by the Volunteer Coordinator or trainer.

Introduction to Session 2: Introduction to the Deaf Community and Deaf Educational Backgrounds

It is crucial that the tutors being trained have at least a basic comprehension of the Deaf Community and an understanding of the educational backgrounds and experiences of Deaf and Hard of Hearing adults. This session will provide a basic introduction to these issues, and some communication tips for working with Deaf adults. This will by no means be a comprehensive course on these topics, but is intended as an overview. It is suggested that Literacy Programs may wish to provide further in-depth trainings on segments of this information.

Day 1
Session 2: Deaf Educational Backgrounds
Time: 40 min.

Materials Copies of Handout, "Deaf Education Background"

Objectives: Participants Will...

Develop an understanding of the educational experiences of Deaf and Hard of Hearing adult learners

Gain knowledge in the various types of educational settings for Deaf and Hard of Hearing students

Be able to apply this information to their specific tutoring situation, through understanding of the learner's educational experiences

Activity 1 Discussion

Step 1 Using the Handout, spend this session describing the various Deaf Educational Backgrounds

Step 2 Facilitate a discussion, and answer questions from the trainees

Deaf Educational Backgrounds

The Deaf person's educational background tells us a lot about that person's identity, as well as the type of education he/she has received. This material will be useful when discussing the case studies later in the training.

School for the Deaf (Residential School)

A School for the Deaf is a setting which usually covers all grades from pre-school through high school. Many of the students reside at the school during the week and spend weekends with their families. Schools for the Deaf generally use and support Sign Language in the classroom. Even though the signing skills of teachers and support staff always vary from person to person, this environment is where the Deaf child develops a sense of community. Deaf teachers are of special value, acting as role models that give the child a glimpse of some possible futures. In this setting the Deaf child learns about Deaf Culture.

Schools for the Deaf offer athletic programs, clubs, and other activities where the Deaf child can develop leadership skills. During these after school activities, students share the same language, American Sign language (ASL).

The success of academic programs varies from school to school, as does the particular communication philosophy. Some schools adhere to a "Total Communication" approach; others adhere to utilizing Signed English; and others adhere to a bilingual/bicultural approach, utilizing ASL and written English.

Oral School for the Deaf

The Oral School for the Deaf utilizes spoken English, lipreading, and use of residual hearing as their methods of communication. Sign Language is not allowed in the classroom. Some oral schools will allow signing in the dormitories, others do not. Students who graduate from oral schools sometimes attend their local high schools. Many graduates go on to attend post-secondary colleges and university programs for the Deaf, and learn Sign Language in that setting. These people often become active members of the Deaf Community. Some graduates of oral programs choose not to learn to sign and prefer not to socialize in the Deaf community. Since many oral schools are residential, there is also the opportunity for after-school activities which build leadership skills.

Public School Programs for the Deaf

There are a a few major US cities which have public school programs for the Deaf, with known examples being Boston, New York, and Atlanta. These city schools are not residential, but day schools. Academic programs vary from school to school, and the communication philosophy varies as well. Day schools do not offer after school programming to the extent of the residential schools. These schools are mostly "inner city" schools.

Mainstreamed Programs

Mainstreamed Programs are regionalized day programs which are held in public school settings. By regionalizing, the program is able to offer services to a larger number of Deaf students. With the changes in Special Education Laws, both at the local and federal levels, these programs have grown across the country.

Students in this setting usually have the option of participating in a regular classroom with interpreting services or taking some self-contained classes with a teacher of the deaf, depending upon their abilities. Not all interpreters in these settings are qualified. There are often no standards or certification requirements for these positions. These schools often offer sign language classes for hearing students and the regular education staff, and hold special activities during Deaf Awareness Week. Academic programs vary, as well as the communication mode used.

There are limited opportunities for the Deaf student to participate in after school activities, due to constraints on transportation and the need for interpreting services after school hours. Graduates of these Programs attend colleges/universities for the Deaf, or settings where there are support services readily available.

Public or Private Schools

Some Deaf students are placed in private or public schools.
They may,or may not, have interpreting, notetaking or other support services, depending upon their individual situation. The Deaf student in this situation may be very isolated, without deaf peer interaction.

Introduction to Session 3: Learner/Tutor World

In this session, we want participants to brainstorm as a group about the possible forces in learners' lives which may affect learners' abilities to reach their goals. Some of these forces may be positive and may help learners achieve their goals more easily, such as supportive families or enough free time to make the necessary commitment. Some of these forces may be negative and may prevent or hinder learners from achieving their goals, such as poor health or an irrelevant learning program. By brainstorming as a group, participants can think of and hear from other participants possible forces in learners' lives which they themselves might not have considered. We want the participants to gain an understanding of how difficult it might be for learners to achieve their goals if there are many negative forces influencing them, and conversely, how helpful positive forces may be to learners. We also want the participants to think about which of the forces - good and bad - that they as tutors can have some impact on. We want them to brainstorm aloud about how they can increase the positive influences and decrease the negative influences. However, it is also very important for them to understand that it is neither possible nor desirable for tutors to have an effect on all of the forces influencing learners; many forces in learners' personal and social lives are beyond the control of tutors, such as family difficulties. We want the participants to recognize their limits as tutors to help learners outside of the classroom activity, while at the same time realizing their power to create many positive influences inside the tutoring environment.

Day 1
Session 3: Learner/Tutor World
Time: 20 min.

Materials
- Blackboard and chalk or newsprint and markers
- Masking tape
- Summary Sheets:
  - "Working With Adult Learners"
  - "Learner/Tutor World"

Objectives: Participants will...

- recognize forces which help or hinder adult learners from reaching their goals.

Activity 1 - Force Field Analysis (20 min.)

Step 1 Transition introduction: We have been looking at different goals: tutor's, program's, learner's. We have also looked at differences between tutor and learner. Let's conclude by looking at the things which influence learners.

Step 2 Draw stick figure on board or newsprint. Write "learner" underneath. Write the word "goals" above the learner and circle it.
- Give 1-2 examples of goals mentioned in the last session.
- Say that we want to think about what helps or hinders the learner from reaching his/her goals.

Step 3 Ask the question: "What are some things which might keep a learner from reaching his/her goal(s)?" Write ideas brainstormed by participants to the right side of the figure (remember to use the exact words of the participants). Comment that lots of things hinder learners from reaching goals. (7 min.)

Step 4 Ask the question: "What are some things which might help a

learner to reach his/her goal(s)?" Write ideas brainstormed by participants to the left side of the figure. (7 min.)

Step 5 Facilitate whole group discussion about the lists by asking questions: (6 min.)

- "Which of these negative or positive forces can you, as a tutor, control?"
- "What can you, as a tutor, do to enhance the things that help, the positive forces?" Point to left side of the chart.
- "What can you do to decrease the things that hinder, the negative forces?" Point to right side of the chart.

Step 6 Restate ideas after several are given; look for generalization in comments. Summarize at the end of the discussion: (2 min.)

- Negative forces can't always be eliminated by tutors.
- Positive forces can't always be created or controlled by tutors.
- Rather, tutors can (and should) always look for ways to decrease negative forces and increase positive forces.
- Forces may be related to the learning situation, to the person and his/her life, or to the society.
- Tutors may have more control over decreasing negative forces or increasing positive forces in the learning situation than in the society or in the learner's personal life.

Step 7 Hand out "Summary Sheet: Working With Adult Learners." Allow participants to read silently. Ask for comments, other positive or negative forces not previously mentioned.

Step 8 Hand out "Summary Sheet: Learner/Tutor World" Allow time for participants to add things from the discussion.

Summary Sheet:
Working With Adult Learners

The men and women that you will be tutoring and learning with come from a wide range of ethnic and socio-economic backgrounds. Their age and past experiences will vary. Their present life situations will be diverse. As a volunteer literacy tutor, here are some points to keep in mind:

- Adult learners have many rich life experiences which can be used as material for tutoring sessions. Using an adult's life experience can make tutoring very interesting for both tutor and learner.
- Most adult learners choose to learn. Although the learner you work with may seem easily discouraged due to past failures, and may expect results too quickly, an ounce of success and a ton of understanding will work miracles.
- Adults who have rarely experienced success in education tend to underestimate their strengths and accomplishments. They may feel inadequate or unable to compete when reading, writing, or math skills are involved.
- Most adults have learned what the people around them expect of them. In learning situations, adults often respond in the manner they think will win approval. It's often difficult to admit that a particular task is too difficult or too complicated to understand.
- In addition to feeling stress in the learning situation, adult learners may be weighed down by difficult working conditions, economic problems, unsatisfactory living conditions, family responsibilities, health problems, and occasional crises. Some of these issues may need to be addressed and partially resolved before adult learners can focus as much on their learning as they want.
- Some adults may not look back at school days with fond memories. Their school experiences may have been ones of ridicule, embarrassment, and rejection, or may simply not have been an important part of growing up at all. Adult

learners may need to develop trust, enthusiasm and confidence for the first time by responding to encouragement and confidence given to them. They may need to feel successful right away.

- Keep in mind how difficult it must be for adults to admit their inadequacies and ask for help. Many non-readers have become very skillful in hiding the problem. Build on this need for independence. Establish a good reciprocal relationship that will benefit both tutor and learner by involving your learner in planning his/her learning.

"Learning Is A Life-long Process... We Are All Adult Learners."

Summary Sheet:
Learner/Tutor World

Negative forces which may hinder learner from reaching his/her goal:

- personal problems (unsupportive family, poor health)
- lack of money or other resources (transportation, eyeglasses)
- low self-esteem
- fear of failure - previous failure
- dislike of formal learning situations
- community or peer group disapproval
- temporary lack of motivation
- an uninvolved tutor
- discrimination (in the workplace, in society)

Positive forces which help learner to reach goals:

- supportive family, friends, community, coworkers
- high motivation
- adequate resources
- a good tutor
- good learning materials and situation

Things tutors can do to decrease negative forces:

- be supportive and caring
- provide relevant materials and instruction
- help learner succeed often and readily
- think through personal problems with learner

Summary:

- Negative forces can't always be eliminated by tutors.
- Positive forces can't always be created or controlled by tutors.
- Rather, tutors can (and should) always look for ways to decrease negative forces and increase positive forces.
- Forces may be related to the learning situation, to the person and his/her life, or to the society.
- Tutors may have more control over decreasing negative forces or increasing positive forces in the learning situation

than in the society or in the learner's personal life.

Introduction to Session 4: Cross-Cultural Communication Case Studies

This is one of the most important sections of the training. The purpose of this section is to have the participants reflect on some of the differences that can stand in the way of effective communication between learners and tutors. We want participants to become aware of possible differences, first by brainstorming as a group and then by reading and discussing some case studies in which problems arise because of differences between learners and tutors. We designed the case studies as a tool to stimulate discussion about ways to overcome differences. We have provided you with 6 case studies which highlight a variety of learners, tutors, and learner/tutor issues. We suggest that trainers write their own case studies, basing them on the examples included here. In creating your own case studies or in selecting from the examples included in this Guide, you will want to consider the following:

- the learner and tutor populations in your program
- issues related to tutoring that may be particularly relevant to your program

Furthermore, you will want to diversify the case studies that you choose so that you will be able to generate and benefit from a discussion about a broad range of issues.

In using the case studies, you should be aware of several things. First of all, since the case studies divert direct attention away from the participants, they neutralize the potentially difficult and threatening issue of self-awareness. However, we hope that the participants will leave this session thinking about their own level of awareness and about how they might challenge some of their own negative attitudes towards others. This case studies session represents a crucial part of the training; you should be prepared to deal sensitively with some strong comments from the participants. If a participant should make a comment that indicates prejudice, it is often best to ask the rest of the group if

they agree with the comment. This session should give you a better understanding of the attitudes of the participants which ultimately will be critical in matching them with a learner or in deciding they may better serve the program in a capacity other than tutoring. We hope that this session will begin a discussion about the issue of differences and awareness that will continue throughout the training sessions.

Day 1
Session 4: Cross-Cultural Communication Case Studies
Time: 45 min.

Materials
- Blackboard and chalk or easel
- Newsprint, markers and tape
- Handouts: "Case Studies for Cross-Cultural Session- (one for each member of a group)
- Summary Sheet: "Cross-Cultural Communication Case Studies"

Objectives: Participants will...

- reflect on some differences (such as cultural, racial, class and value differences) that can stand in the way of effective tutoring and learning.
- recognize these differences, and use the awareness as a way of opening up communication.
- look for solutions when the differences prevent effective communication.

Activity 1 - Introduction and Small Group Work (15 min.)

Step 1 Mention that differences between tutor and learner can be negative forces which inhibit learning.

Step 2 Ask: "What are some of the possible differences between tutor and learner?" If no one answers, write "RACE" on the board. List other differences: (2 min.)

- Language or "Dialect"
- Culture
- Gender
- Class
- Sexual Preference
- Age

Step 3 Ask participants to form 4 small groups of 4 or 5 people. Give each group a different case study. Allow 4-5 minutes for people to read silently. Ask group to select a secretary to record group's consensus and report later. Give each group a large sheet of newsprint and a marking pen.

Step 4 Show preprinted guide questions:**

1. What is the problem?

2. What are some of the causes of the problem?

3. What can be done?

Instruct participants to discuss some answers to these questions, and to write their conclusions on the large sheet of newsprint. Walk around and answer questions if necessary. (10 min.)

Activity 2 - Discussion (20 + min.)

Step 1 Bring all participants back together in a whole group. Ask secretary from each group to read the case study and then put his/her group's sheet on the wall and report briefly - 5 minutes apiece only. Discuss.

Step 2 Facilitate group discussion about:

- There may be differences between the tutor's lifestyle and the learner's lifestyle which unconsciously cause friction.

- Tutors may discover that they have strong opinions (previously unknown to themselves) about the learner's behavior, which are transmitted subconsciously to the learner.

- Tutor and learner may have different expectations about the goals of the tutoring sessions, the material used in tutoring, and/or the techniques used.

- Different expectations, lifestyles, or opinions may create communication problems between tutor and learner. Tutor may or may not have control over these problems and differences.

- Tutors do have control over how sensitive to learners' needs and problems they are, how well they listen to the learner, and how closely they plan the tutoring sessions to answer the needs and problems of the learner.

- Practicing learner-centered tutoring can help, remembering that:
  - this is a learning experience for both tutor and learner.
  - respect for the learner involves taking time to understand the learner's world.
  - the learner's strengths come from his/her experiences, which derive from both positive and negative events and influences in life.

- Is there a way to set up a support system to help each other deal with problems like these if they arise?

Summary Sheet:
Cross-Cultural Communication Case Studies

Possible differences between tutor and learner:

- race
- language or dialect
- culture
- gender
- class
- sexual preference

Problems resulting from these differences which could inhibit learning:

- prejudice
- lack of desire or inability to understand the other person
- lack of respect for each other
- confusion about or dislike of other's personal behaviors, lifestyles or preferences
- high or inappropriate expectations of each other

Things tutors can do to prevent differences from being a negative force or inhibiting learning:

- be aware of signals which indicate confusion or dislike
- listen carefully
- be sensitive
- be humble and respectful of the learner
- care about the learner's problems
- try to communicate
- find ways to encourage the discouraged learner
- be willing to discuss the differences or problems
- work with the learner to design appropriate lessons
- support other tutors who need assistance
- when in doubt, ask for help and advice

Case Study #1

Tutor:

Kathy is a 35 year old hearing white woman who has been an elementary school teacher for several years at a school for the deaf in another state. She has strong feelings about teenage pregnancy. As far as she is concerned, girls who find themselves in that situation have misguided values, and their pregnancy is their own fault for not taking appropriate contraceptive measures and for not having clearly-defined goals.

Learner:

Rosa is a 20 year old Latina woman who is profoundly deaf. She came to this country when she was seven years old. She is a single mother of two small children and receives AFDC assistance. Money is really tight for Rosa and she does not have a telephone or TTY in her home. Rosa left the public school program for the deaf when she was 15 years old because she wanted to have children. Now she is interested in going back to school.

Situation:

Rosa enrolled in the tutoring program at the Independent Living Center which services deaf and hard of hearing people, and was assigned to Kathy as her tutor. On several occasions, Kathy asked Rosa what her goals were. Rosa simply answered that she just wanted to go back to school. She missed a few sessions and when Kathy asked why, Rosa said it was because of baby-sitting problems. Kathy has grown impatient with Rosa because she has missed sessions. She feels that if Rosa had more clearly-defined goals, she would make more of an effort not to miss tutoring sessions.

*What is the problem?

*What are some of the causes of the problem?

*What can be done?

Case Study #2

Tutor:

Marie is a 22 year old white female college student. She has been taking ASL classes for two and a half years at the University, and is considering entering an interpreter training program in the future. She decided to volunteer as a tutor as a way to do something for others, as well as keep up her ASL skills.

Learner:

John is a 45 year old black Deaf man who immigrated from Haiti over 20 years ago. He had eight years of formal education in Haiti at a school for the deaf before leaving school in order to work to help support his family. John's first language signing skills, as well as his reading and writing skills were weak. He has held a good job as an assembly worker since coming to this country, but was laid off not long ago, when his company closed. He is a proud man, and was well liked at his previous job. He is seeking a training program which will retrain him for another job, but is finding that a high school diploma is required to enter these training programs. John is seeking to improve his reading, writing and math skills so he may obtain a GED, and thereby begin to retrain for employment.

Situation:

John was very motivated at the start of his tutoring program. However, after working together for several sessions, John seemed not to be interested in the tutors' suggestions about how to proceed. While Marie certainly remained motivated, John was commenting that the tutoring was not working. This made Marie confused and discouraged.

* What is the problem?

* What are some of the causes of the problem?

* What can be done?

Case Study #3

Tutor:

Mark is a 30 year old Deaf man who works as a computer programmer for a well known computer firm. He became deaf at seven years of age from a bout with spinal meningitis. Mark went to an elementary school for the deaf, then graduated from a public high school and received a B.S. degree from the National Technical Institute of the Deaf/Rochester Institute of Technology in Rochester, N.Y. Mark is very interested in improving deaf people's ability to read.

Learner:

Susan is a 33 year old Deaf woman. She has three school age children who are hearing and attend local public schools. Susan did not do well academically in the school for the deaf, and spent her high school years in a traditional vocational program. She has been a housewife since she married at 22 years of age. A friend, who has been participating in a tutoring program has encouraged her to come to tutoring as a way to improve her skills for a possible job training program since the children are now all in school full-time. Susan's husband, Jim, has been reluctant to support her participation in the tutoring program.

Situation:

In their sessions, Susan talks a lot about her children. She seems motivated to learn, but somewhat afraid of the printed word. Mark brings in books and newspaper articles which he encourages Susan to read to improve her skills. After a few sessions, Susan seems not motivated and unwilling to work with the materials Mark has prepared. Instead, she talks about her children, and shows Mark a letter she has received from her older son's school principal, and indicates she does not really understand the letter, and is concerned that something is wrong at school. While Mark is cordial, he is disappointed that he has spent several hours preparing materials for this session, and they are not being used.

* What is the problem?
* What are some of the causes of the problem?
* What can be done?

Case Study #4

Tutor:

Cynthia is a 23 year old white hearing woman who is a recent college graduate. She has a deaf brother, and has always signed with him. She has a strong religious background and an equally strong desire to "help". Since she majored in education in college, she feels that being a tutor is one way she can contribute her skills.

Learner:

Janet is a 26 year old white Deaf woman. She graduated from a school for the deaf and attended Gallaudet University for one year. She is currently working as a mail clerk in the Post Office but realizes that she needs to improve her reading and writing skills in order to qualify for a promotion, which will increase her salary substantially. Janet is very excited about working with a tutor at the Independent Living Center and is confident that this will make a major improvement in her reading skills.

Situation:

Both Cynthia and Jane feel that their sessions are going well, both are motivated and Janet is making progress in her reading skills. After a few sessions, Cynthia notices that a woman usually drives Janet to her lessons and waits to give her a ride home. Cynthia also notices that the two women often embrace upon leaving each other. Last week Janet brought to the tutoring session a local gay newspaper and mentioned that she would like to be able to read and understand a particular article about the deaf gay community. Cynthia is not sure, but she thinks that Janet may be a lesbian.

Cynthia grows uncomfortable with Janet and creates distance where there previously was none. She no longer engages in friendly conversation, nor does she sit close to the learner. Cynthia realizes that this new behavior is affecting the quality of the tutoring, but doesn't know exactly what to do because she fears Janet's lesbianism even more.

* What is the problem?

* What are some of the causes of the problem?

* What can be done?

Case Study #5

Tutor:

George is a 70 year old Deaf man who worked for 35 years at the General Electric plant. Since retiring, he has kept active by volunteering in deaf senior citizen centers. George is the former President of the local deaf club, and served as athletic director for many years. He is also well known in the Deaf Community, and well respected. He is finding that he has extra time on his hands, and has volunteered to tutor at the Independent Living Center.

Learner:

Pete is a 22 year old Deaf man who left the school for the deaf at age 15. He has been very involved in athletic teams sponsored by the same local deaf club that George belongs to. Pete reads at about a third grade level, and wants very much to someday set up his own business. This motivation brings him to tutoring sessions. Pete doesn't have a great reputation in the Deaf Community. He is rumored to be into selling drugs and has been seen peddling ABC cards. He drives a nice car, and doesn't seem to be holding down a regular job.

Situation:

Pete was suprised to see that George, whom he knows from the Deaf Club, is also a tutor. George was really hesitant at first. He prepared reading materials for Pete and looked forward to their tutoring sessions.
Although George knew Pete's background, he was still hoping he could make a difference. Pete didn't make much progress, and George started to get frustrated. George also began to wonder how Pete could afford such a nice car and clothes, if he was so young, couldn't read, and didn't seem to work at a steady job. This didn't seem fair to George. He also started to wonder if he'd be criticized by his friends for trying to help Pete.

* What is the problem?

* What are some of the causes of the problem?

* What can be done?

Case Study #6

Tutor:

Don is a 40 year old Deaf man who is out of work on disability after a serious accident. Doctors have predicated that Don will need a year to fully recover from his injuries and return to work. He has been previously employed as a teacher of the deaf for 15 years at the secondary level, and communicated using ASL. He has decided to volunteer some of his time to the tutoring program.

Learner:

Prem is a 22 year old Deaf man who has just entered the U.S. from Thailand. Many of his family are still in Thailand. Prem lives with his hearing sister, who has contacted the Independent Living Center for assistance in educating Prem. Prem has never had the opportunity to attend school. He has communicated with his family primarily through the use of gestures. He has asked for tutoring help in order to begin to develop some sign language skills, as well as a working knowledge of written English.

Situation:

Prem was very shy at their first meeting, and Don had a hard time drawing him out to communicate with him. At first they spent a lot of time drawing pictures and attempting to write simple words in English. After a couple of sessions, Prem has started to warm up and uses more gestures to communicate with Don. Don, however, is growing impatient. He really wants to focus on teaching English and feels that this tutoring situation might not work out.

* What is the problem?

* What are some of the causes of the problem?

* What can be done?

Introduction to Session 5: Deaf Culture, Folklore, and Storytelling

Understanding Deaf Culture is important to understanding your Deaf Adult learner. The Deaf Community is made up of those who share a common language, common experiences, and common values. In this session we will examine this Culture, and discuss it's implications for the tutoring session. With a better understanding of the Deaf learner's perspective and world view, there will be more effective interactions between tutor and learner.

Day 1
Session 5: Deaf Culture, Folklore, and Storytelling
Time: 45 min.

Materials Videotapes which depict Deaf Culture and Folklore
TV Monitor, VCR, etc.
Newsprint
Deaf Culture handouts
Discussion questions accompanying the videotaped stories

Objectives: Participants will...

Become familiar with Deaf Culture
Examine the shared language, values, and experiences of the Deaf community

Activity 1: Viewing of Videotapes (30 min.)

Step 1 Provide some general background as preparation for viewing the videotapes.

Step 2 Spend time viewing the videotapes.

Step 3 Using the discussion questions as a guide, facilitate discussion of the stories on the videotapes, emphasizing that these stories depict various aspects of Deaf Culture.

Deaf Culture/Deaf Folklore Videotapes

The videotapes suggested for use in this session are the following:

American Culture: The Deaf Perspective
Program 2: Deaf Folklore
Program 3: Deaf Literature

Produced by: San Francisco Library with assistance from Deaf Media, Inc.
Project Coordinator: Susan B. Rutherford

Questions and discussion after each videotape story

These stories that you will see on videotape show how Deaf people view themselves and the way the hearing world views them. In some stories, hearing people are being mocked. Hearing participants should not be offended, since they reflect popular views in the Deaf Culture and are not judgements in themselves. It is only fairly recent that hearing people have been exposed to the Deaf culture. These videotapes are being used to provide the hearing tutors with an opportunity to get a glimpse inside the deaf culture.

DEAF SPEEDER

1. Why do you think he told this story?

   Comments

   It shows how Deaf people can take advantage of their own deafness. Deaf people often feel that they are in excellent position in some situations. Because the story shows what the Deaf person can do that a hearing person cannot do, it brings deafness to an elevated status, instilling pride in the Deaf identity.

2. When the hearing hitchhiker imitated the Deaf person, she was not successful when approached by the policeman. Why do you think the storyteller included this?

   Comments

   Moral: Hearing people will fail when imitating a deaf person.

3. Why was it set up that the last policeman knew sign language?

   Comments

In Deaf humor, there is an appreciation for situations in which the hearing person is considered the loser. Very often the Deaf experience oppression, and they take opportunities to ridicule their oppressors.

Hearing children of Deaf parents are members of the Deaf Community. In this situation, the hearing cop almost sides with the Deaf driver, putting the hearing hitchhiker in a disadvantaged position.

THE DEAF COAL MINER

1. Why do you think the storyteller told this story?

Comments

This story shows us a situation where hearing people depend on the Deaf person. In most Deaf peoples' lives, they experience times when they have to depend on hearing people either when traveling, or in a desperate situation without a TTY. They may depend on a hearing neighbor or relative during emergencies when without an interpreter. In this story, there is a reversal of roles. This shows that Deaf people have pride when they are being depended upon. This kind of pride applies to their jobs, for example, being the most handy.

2. What does this story tell you about the Deaf person's awareness about sounds?

Comments

The Deaf person understands the concept of sound, but some may not understand the degree to which the volume of sound can be disturbing to the hearing person. Also, it is often surprising to Deaf people to find that the sounds of feet shuffling, or slamming doors or kitchen cabinets will irritate the hearing person.

Also, the story tells about how deaf people actually woke up in the mornings back then!

CAFE DU JOUR

1. Why did you think the hearing person asked the Deaf woman, "Can you read?" and that the Deaf woman replied "No, but I can write."?

   Comments

   This is actually a common occurrence among Deaf people. This clearly shows the ignorance of the hearing person which reflects an older perspective on Deafness. Also, it tries to show that Deaf people are literate (sometimes).

2. Why does the story have the two hearing men continue writing to each other after the Deaf woman leaves?

   Comments

   There is often an assumption that the hearing person talking with the Deaf person is also Deaf. When a deaf person goes out with a hearing friend, very often the hearing friend overhears conversations about the Deaf person with him or her.

   Also, the story shows that hearing people can be dumb sometimes which makes the deaf person seem more intelligent. Again, here is an example of mocking hearing people.

Introduction to Concepts of Language

An important part of the training is an explanation of the Deaf Community's native language, American Sign language or ASL. Like many minority groups, the Deaf Community is shares it's own language. It is crucial for tutors working with Deaf adult learners to acknowledge and have some understanding of ASL and how it differs from written English.

American Sign language is not poor English. It is a language in it's own right and differs from English in syntax and grammar. In this session, participants will be exposed to ASL, and understand the fact that the majority of Deaf people learn English as a second language.

Day 1
Session 6: Concepts of Language (ASL and English)
Time: 20 minutes

Materials Newsprint
Handouts on American Sign Language

Objectives: Participants Will...

Develop an understanding of ASL and how it differs from English

Develop an understanding of the implications of learning English as a second language

Activity 1: American Sign Language and English (20 min.)

Step 1 The trainer will facilitate a discussion about the linguistic properties of American Sign Language, noting the following:

ASL is a language in its own right.
ASL was influenced by French Sign Language
ASL is as complex as English, with its own grammar, syntax, vocabulary.
ASL is the third most used language in the U.S.

Step 2 Solicit comments from participants so as to determine their knowledge level about ASL.

Facilitate a discussion about how Deaf people learn English. It is suggested that a Deaf person present this section of the curriculum, or that a Deaf person be invited to speak with the participants and share his/her experiences, positive and negative in learning English.

Introduction to Session 7: Language Experience Activity

This activity presents the participants with a chance both to see and experience - as Learners - a technique which they can use with their own Learners and a chance to feel the experience of not being able to read. The Language Experience Activity (LEA) is an excellent whole language technique for teaching reading to beginning readers, but variations of LEA can be used with learners at any level. We want the participants to be familiar with this technique and to get some ideas about the various ways it can be adapted for use with different learners' styles. However, if the Language Experience story which the group dictates to the trainer is then translated into the code provided in this guide, the participants will get their first real experience in trying to read without any knowledge of the code's alphabet. This gives them an understanding of the difficulties faced by beginning learners and also of the advantages to using a technique like LEA which uses the learner's own words and story as text for reading. We want participants to come away with an appreciation for the difficulties involved in learning to read and with an understanding of this technique as a way to help the learner deal with those difficulties in a meaningful way. The Language Experience Activity can also be demonstrated using English letters (rather than the code), but the code provides a more realistic example of what learners really experience when they do this kind of activity with a tutor. We therefore highly recommend the use of the code for demonstrating the LEA technique with the participants.

Day 1
Session 7: Language Experience Activity (Technique)
Time: 30 min.

Materials
- Newsprint and markers
- Summary Sheet: "Language Experience Activity"

Objectives: Participants will...
- become familiar with the Language Experience Activity (LEA)
- experience a simulation of how it feels to be illiterate (if using the "fake alphabet" option)
- demonstrate their knowledge of LEA

Activity 1 - Eliciting and Using the Language Experience Activity (15 min.)

Step 1 Ask the group to pretend that they are learners for this activity. Explain that you will ask the participants to tell you something that happened recently while you write it down. Ask participants to generate a 3-4 sentence story, taking sentences from different people. Write down their story in English. Use the exact words dictated to you. Write in large, clear letters with plenty of space between the lines.

Step 2 Call for a break. While they are breaking, write their story in code (fake alphabet) on newsprint. Write some of the main words (in code) on index cards. The code is listed below, with an example:

Optional
Step 2 If you are not going to use the fake alphabet, continue on without a break, using the language experience story they have given you in English. Take a minute or two to write down some of the main words in English on blank index cards.

Step 3 When break ends, begin the demonstration again by explaining to the participants that they are all going to read this story, but that you will read it alone once. After reading, ask the participants to verify that this is exactly the way they dictated the story to you. Read the story again, pointing to each word as you read.

Step 4 Ask the group to read along with you. Read through two times all together, then let the group read through it alone. Ask for a volunteer to come up and point to each word as the whole group reads.

Step 5 Then, show isolated words on the word cards and ask them if they recognize the words written there. Read the story once more, pointing out words as you read and emphasizing those words which the participants had difficulty reading.

Step 6 Ask participants to select some other words that are important to them. Write these words on index cards as participants say them (in code, or in English, if using Option 2).

Step 7 Have the participants practice saying these words, and point out differences and similarities between the way the words look (ones that are longer or shorter; compound words; words with many similar letters, etc.).

Step 8 Ask participants to write these words in their notebook as part of their "word bank." End of demonstration.

Step 9 Review each step in the Language Experience Activity with the

participants and emphasize that, when doing an LEA, tutors should:

- focus on meaning, not on individual words.
- use an assisted reading method where the tutor reads with the learner until the learner is comfortable reading on his/her own.
- refrain from dwelling on errors or stopping the learner as long as the reading makes sense to the learner.
- select for word recognition those words that are important to the learner.
- give positive reinforcement each step of the way.

Activity 2 - Pairs Practice (10 min.)

Step 1 Have participants break into pairs to practice LEA using the English alphabet. Explain that one person should play the tutor and the other should play the learner. The tutor should get the learner to generate a short story. The tutor writes the story in English exactly as the learner dictates it.

Step 2 Tutor and learner should then continue through the steps of the LEA as mentioned in Activity 1 (reading, pointing to each word, picking out main words, re-reading, etc.).

Step 3 Observe and offer suggestions.

Step 4 After 10 minutes or so, reconvene the whole group. Ask participants to help list the advantages of using this activity in a tutoring session. Some possible advantages of LEA are that it:

- uses the learner's own language.
- uses a story with which the learner is familiar.
- allows the learner to be highly successful.
- puts the learner in control of the materials.
- uses inexpensive materials (paper, pen, scrap paper or index cards).
- is good for a first meeting.
- allows the tutor to get to know something about the learner.

- helps the tutor to determine the learner's knowledge of a speech to-print match (how well they recognize the words in print that they have said).

Step 5 Ask participants to brainstorm other ways to use this activity in tutoring sessions (e.g. with song lyrics, poems, lists, or a picture to initiate a discussion and then a learner's dictation, etc.)

Step 6 Conclude session by asking for comments or concerns about using this activity as a first lesson with learners. Hand out Summary Sheet.

Summary Sheet:
Language Experience Activity

Step 1 Begin a discussion about a topic of interest to the learner. Explain that you would like the learner to tell you a story - 3-4 sentences - about that topic. You will write it down as they say it. Write down his/her story in English. As you write, say the words. Use the exact words dictated to you. Write in large, clear letters with plenty of space between the lines.

Step 2 Once written, read the story out loud to the learner, pointing to each word as you say it. After reading, ask the learner to verify that this is exactly the way s/he dictated the story to you. Read the story again, pointing to each word as you read.

Step 3 Ask the learner to read along with you. Read through two times together, then let the learner read through it alone.

Step 4 Ask the learner to select some words that are important to him/her. Write these words on blank cards as the learner says them.

Step 5 Have the learner practice saying these words, and point out differences and similarities between the way the words look (ones that are longer or shorter; compound words; words with many similar letters, etc.).

Step 6 Ask the learner to write these words in his/her notebook as part of a "word bank."

long ago kid me I live Coney Island. In New York Brooklyn South. Summer time I LOVE go Coney Island - rides all kinds and have beach, boardwalk.

Happen one time 3 friend my sister me summer nothing to do Ah! Why not go C.I.?! Me my sister 2 love go CI, favorite ride look like? Have 4 compartments, 4 top, 4 bottom flip. Me, sister no-big-deal. My friend SCARED! We 3 sit in compartment. Really for 2, we thin, can 3. So start to flip upside down.

BEST COPY AVAILABLE

sister + me on [illegible], friend
in middle. Friend hang on to our
[illegible] arms! My friend SCREAM!
Say calm down!! The opera
tor watch ride go round +
round, man worry something
wrong! My friend yell, Stop!
Stop! - Can't, stuck!!
It finally stopped flipping,
My sister + I enjoy[illegible]! My
friend breath hard!
We out of ride, people
look us!!
[illegible] Embarrassed!

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Fake Alphabet

Sample:

1. I WENT TO THE GROCERY STORE BECAUSE I NEEDED TO BUY SOME FOOD.

2. WE LOOKED AROUND FOR A NEW CAR BUT DIDN'T FIND THE ONE WE WANTED.

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Introduction to Session 8: Journal Writing Experience

Journal writing is a valuable tool in literacy programs for Deaf adult learners. Through this brief exercise the participants will experience journal writing, and the corresponding feelings associated with sharing that writing with other adults. The trainers may wish to have the participants keep a journal throughout the training as one of the activities. Many adult Deaf learners have not had positive or successful experiences with writing. Therefore, the use of this technique must be carefully evaluated in terms of the individual learner's readiness. It can be a good way, when used properly with a lot of positive input, to encourage the learner to write more and improve his/her writing skills. Always keep in mind that the journal is intended as a place to write ideas and feelings. Tutors should focus on the content of the writing, not the grammar, spelling, or mechanics.

Day 1
Session 8: Journal Writing Experience
Time: 15 min.

Materials Notebooks (provided by individual participants)
Handout: *Journal Writing*

Objectives: Participants Will...

Experience personal journal writing

Experience sharing their journal writing with others

Understand the various forms of journal writing

Activity 1: Journal Writing Experience (15 min.)

Step 1 Ask participants to spend several minutes writing in their own personal journal notebooks. The trainer can select a topic or leave it to the individual participants as to what they would like to write about.

Step 2 Divide the participants into groups of twos. Each participant is to swap their journal with their partner, then read and comment on each other's journals.

Step 3 Facilitate a discussion about journal writing. Ask participants how it felt to share their journal. Discuss the experience of many Deaf adult learners with writing, and with learning English. Discuss the impact of having your writing corrected by another person. (Learners' journals are never corrected by tutors)

Journal Writing

Aside from 'guiding' learners through the various stages of the writing process, a tutor can also help a learner with writing by helping to lessen writing apprehension – a feeling that many adult learners have about writing. One method often used to lessen writing apprehension is to ask learners to write about themselves, what they know, or what they have experienced. Such writing should be informal without attention to rules of correctness. A good activity that stresses attention to ideas rather than the form they take is **journal writing.** There are many types of journals and many definitions of journal writing. One view is that journal writing is a type of 'reflective writing' in which a writer focuses on thoughts, feelings, or actions and writes about them in first person narrative form. The two types of journal that seems to work well with adult literacy learners are **dialogue journals** and **learning log journals.**

Unlike other types of writing which stress correctness in grammar, spelling, and punctuation, the importance of journal writing lies in the expression of ideas and views, not the form in which they are written. Thus, grammar, spelling, and mechanics take a secondary seat in journal writing (e.g., tutors never make corrections in a learner's journal).

Dialogue Journal Writing

A dialogue journal is similar to on-going written conversations or letters. Like a letter, a journal entry written about a particular topic is responded to in writing by another person (usually, but not always, the tutor). The topics can be varied, and 'dialoguing' can be used at any time during a lesson. It is best done on a regular basis and helps the learner and tutor get to know each other better, as well as providing a meaningful context for a writing activity. It tends to be more effective at the beginning and ending of a session as ways to 'check-in' or 'put closure' on a lesson. For example, each day when the learner arrives, you might ask her to write for 5 or 10 minutes about anything she wants. You may elect to write as well. After writing, you can respond to the content of the writing by writing comments directly following the learner's entry in the journal. The learner reads your comments and can respond immediately or wait until the next session. Another variation if you both write simultaneously (and if the learner is more advanced) is to exchange journals and comment at the same time on one another's written ideas or feelings. Be sure to mention to the learner that what she writes will be confidential and that only you will read it. Again, remember that your comments should not be editorial in nature. You should respond to what the learner has said in writing, not to the way she says it. A journal is a place for the learner to feel comfortable writing anything in any way, without having to worry about "mistakes".

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Learning Log Journals

In a learning log journal, people write their thoughts, ideas, feelings, speculations, questions, etc. about some aspect of the content under study. However, the journal is not a class notebook in which one writes facts and ideas that the teacher says; instead, the journal is a place to record one's **own** ideas and feelings about the content.

Learning log journal writing is a useful strategy for literacy learners at all levels. It incorporates both writing and reading strategies. Sometimes you can build lessons based on what learners write and share in their journals. Tutors can use learning log journals as a way to get learners to recall what they know about a topic before a particular reading or to express their views on a topic after a reading. In both cases, asking open-ended questions such as "what do you know about _____" or "what did you like about _____" are necessary for giving the learners latitude in writing. For example, before a reading on 'shellfish,' ask learners to write for 5 minutes giving them the following prompt: "What do you know about shellfish?" Or in reference to a reading on prejudice, you might ask: "What does the word 'prejudice' mean to you?"

Such writing not only prepares learners for a reading, but enables them to see they already know something about the topic and that such knowledge may help them to better understand what is written in a given text.

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Introduction to Session 9: Process-Oriented Writing

In this session, participants are introduced to a model of writing instruction called "process-oriented writing" or "process writing", for short. This model is useful because it focuses on the creative aspects of composing rather than on grammar and punctuation. We want participants to break away from the idea, based perhaps on their own educational experiences, that teaching writing means teaching correct grammar and spelling. We also want to give the participants some.practice in responding sensitively and constructively to their learners' writings based first on the content rather than on the form of what is written. We hope that through understanding and using the process-oriented writing model, tutors will be able to help learners focus first on writing for communication, and then on the mechanics of grammar, punctuation and spelling. In this way, tutors can assist learners to write for meaning, just as they read for meaning. We also want the participants to understand the connection between reading and writing. so that they will give equal emphasis to both in their tutoring sessions.

Day 1
Session 9: Process Oriented Writing
Time: 50 min.

Materials Newsprint and markers
Newsprint pre-written "Stages of the Writing Process"
Newsprint pre-written "Responding to First Draft Writing"
Writing Samples

Objectives: Participants will...

Develop an understanding of the writing process
Be sensitized to and understand the Deaf adult learners' apphrehension about writing
Develop strategies for working with Deaf adult learners' writing skills

Activity 1: Introduction to Process-Oriented Writing (20 min.)

Step 1 Introduce session with the following two questions:

What kind of writing do you think your learner might want to work on? (e.g. filling out forms, writing official letters and memos, creative/personal writing)

Note: The tutor may want to take the initiative and encourage the learner to start working on writing since learners, like many other adults, may have difficulty with this.

How did you learn to write in school? (e.g. assignments, corrections, often in red ink, focusing on grammar and spelling, sentence diagramming)

Step 2 Ask participants to work in pairs and take 2-3 minutes to discuss which aspect of writing is the most challenging for them. Allow a few more minutes for them to share highlights from their paired discussion with the whole group.

Step 3 Explain current view of writing as more focused on process and meaning than on grammar and spelling. For hearing people, an analogy can be made that just as pronouncing a word correctly when reading is not what reading is all about, so too is spelling correctly not what writing is all about. If reading is **getting** meaning from text, then writing is **giving** or **conveying** meaning in text. Explain that this session will examine what process-oriented writing is.

Step 4 Review stages of the writing process on newsprint as shown below:

Stages of the Writing Process

rehearsing revising editing

drafting

For your own background information, here is what each of those stages is meant to imply. Read this section ahead of time so you are able to summarize as you point to each stage on the newsprint. Be sure to refer back to participants' comments about their own writing whenever possible.

- Before a person begins to write, s/he spends a certain amount of time thinking and "percolating" ideas for writing. This time can be spent trying out a topic, discussing it with others or gaining insight for the preliminary direction the writing will take. This is **the rehearsing stage.**

- During **the drafting stage,** one begins to write out some of those thoughts. Sometimes the thoughts follow a previous plan for writing; at other times the written thoughts follow a new plan. In any case, a first draft should only be considered as preliminary writing which will nearly always need some revision.

- During **the revising stage,** the writer goes through a process of reviewing or re-seeing what is written. A writer revises to clarify meaning or to better express what s/he's trying to say. Revising may necessitate moving paragraphs and sentences or reworking ideas that need more explanation. Sometimes a piece of writing may need a new beginning or ending or some major reorganization.

- During **the editing stage,** the writer gives attention to surface level features such as spelling errors or writing mechanics. While experienced writers often edit as they write, beginning writers often allow themselves to get bogged down with editing in the earlier writing stages which diminishes their ability to compose effectively. Thus editing should be the final stage of writing for literacy learners.

Explain that these are stages that all writers proceed through as they compose. However, different writers spend varying amounts of time at each of these stages and many go back and forth between stages progressing in a non-linear fashion. Ask for a few participants to share with the group how they typically move through the four stages when they compose.

Step 5 Explain that you want to shift from looking at the stages of the writing process to looking at how tutors might be able to help

their learners at each stage. Be prepared to contribute ideas from those highlighted below if they haven't been mentioned by the group. Ask participants how they might assist a learner:

- during the rehearsing stage - this could include helping the learner to make a list of topics and/or choose a topic; discussing why a given topic is interesting to the learner;

- during the drafting stage - this could include encouraging the learner to focus on getting her/his ideas down on paper; encouraging learner to guess at spelling for words s/he's uncertain about (invented spelling) or leave blanks for those (parts of) words learner can't spell;

  Note: Invented spelling can convey meaning when read in context. Invented spelling doesn't stay as is; with time and effective instruction, it is gradually replaced by standard spelling.

- during the revising stage - this could include having the learner read over what s/he has written and check it for meaning; asking learner if the writing says what s/he wants it to; offering comments and asking questions to help learner clarify vague or misleading points (explain that there will be more about this in a couple of minutes);

- during the editing stage - this could include focusing on only one or two surface level features for the piece of writing in question (trying to fix everything could be overwhelming for the learner); editing refers to writing mechanics such as spelling, capitalization, punctuation, verb tenses, subject-verb agreement, etc.

Activity 2 - Responding to First Draft Writing (30 min)

Step 1 Explain that one of the most effective areas where tutors can

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help learners with composing a piece of writing is in the transition from drafting to revising, a critical and often challenging point in the process. Review suggestions on newsprint as shown below:

How to Respond to First Draft Writing

- **listen to** what the learner is saying in writing
- **restate** what you think the writer has said
- **ask questions** to help clarify
- **discuss the topic** to help focus thinking
- **suggest** areas for possible revision

Step 2 Hand out Learner A's Writing Sample to whole group. Ask them to take a few minutes to read it over and think about the strengths and weaknesses of the piece. Remind participants to comment on the piece in relation to revising a draft version (the composition) and not in relation to editing (grammar, spelling, etc.) Elicit participants' ideas. Some possibilities include:

Strengths:

Weaknesses:

Then ask participants what specific questions they might ask or comments they might make in order to help the learner clarify the writing piece. Some possibilities include:

Questions/
Comments:

Step 3 Hand out Learner B's Writing Sample to participants. Have them work in pairs for ten minutes to analyze the piece in the same manner as with Learner A. You may want to have the following on newsprint for the participants' easy reference:

Analyze Writing Sample by Identifying:

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- strength(s) of the piece
- weakness(es) of the piece
- comments/questions that could help clarify

After ten minutes, bring whole group back together. Ask them to report on what they discussed. Some examples of what participants might suggest are:

Strengths:

Weaknesses:

Questions/
Comments:

Activity 3 - Summary (5 min)

Step 1: Ask participants if they have any questions or comments about process-oriented writing. Reiterate important points as follows:

- For many people, it is quite difficult to put thoughts into words on paper; composing is a demanding and complex thinking activity;

- Focusing on errors and making corrections will impede rather than enhance a learner's progress in writing; as one example, strategies for approximating spelling are better than having the learner struggle with spelling while composing;

- It is important to give learners encouragement and guidance as they write;

- Every time learners write and read back their writing, they are practicing reading as well as writing.

Step 2: Hand out "Writing Instruction" and "Comparing Approaches to Reading and Writing Instruction" Summary Sheets.

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Summary Sheet
Writing Instruction

Stages of the Writing process:

Rehearsing

Revising

Editing

Drafting

How to Respond to First Draft Writing:

Listen to what the learner is saying in writing.

Restate what you think the writer has said.

Ask questions to help clarify.

Discuss the topic to help focus thinking.

Suggest areas for possible revision.

Analyzing a Piece of Writing:

What is the strength of the piece?

What is one weakness of the piece?

What questions would you ask or what comments would you make to help the writer revise this piece?

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Summary Sheet:

Comparing Approaches to Reading and Writing Instruction

Approaches to Reading Instruction

- Use what the learner wants to read.
- Start where the learner is (i.e., build on strengths).
- Use materials that have meaning (ex: LEA).
- Use learner's experiences when devising lessons.
- Use a variety of techniques.

Approaches to Process-Oriented Writing Instruction

- Learners decide the topics and forms of writing they want to use.
- Learners are encouraged to write what they know about.
- Learners are given a variety of techniques for getting started.
- Learners are "coached" or guided through the various stages of the writing process.
- Spelling is de-emphasized until later stages of writing.

Connections Between Reading and Writing

- Reading and writing reinforce each other.

- Meaning is crucial in both.
- Learners need to see themselves as readers and writers.
- Using predictions is important in both reading and writing.

Strategies for Learners to Deal With Spelling While Composing

- Spell as much of the word as you can
- "Invent" your own spelling of the word
- Leave blanks (use dashes) for unknown parts of the word

Helping the Learner Through the Stages of Writing

- For Rehearsing: Help learners to choose a topic. This may include discussing what is interesting to them and making a list of topics as the learners speak.
- For Drafting: Encourage learners to focus on ideas during drafting. Encourage them to guess at the spelling of words they are uncertain about or leave blanks for those words.
- For Revising: Have the learner read the writing aloud in order for the learner to "hear" what she wrote. Ask the learner if the writing says what she wants it to. Offer comments and ask questions to help the learner clarify vague or misleading points.
- For Editing: Rather than trying to clean up" the entire piece, try to focus on one or two surface level features. For example, you may focus on spelling, capitalization, punctuation, verb tenses, subject-verb agreement, etc. Do not, however, try to fix everything; it will be too overwhelming for the learner.

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Learner A
Writing Sample

Sarah and I went to the mall and look vary of bicycle. She will like to pick different bicycle. We look for good tag prices but STILL more expensive price. So told her why not to look other stores to get good price for her bicycle. Later Sarah and I STILL hungry. because we walked on way. That's why the mall's big, anyway They look for good eating. and found place of eating. Later we are Satisfy with Foods. Then we still look bicycle store on somewhere. Later, found the bicycle store and look for good tag price. So already got it. Then bong bicycle inside her car's trunk. we knew more fun and good time.

Learner B
Writing Sample

I just last weekend March 5 on Sat my mother and md'went to meeting. My Old friend Two Deaf to Bayside Center auto show I and my Old friend walk I saw around Auto show different kind car and Big foot Pick up I and Old friend Meeting Real soap star Famous From General Hospital man name Kurt sign for her name Rachel G Picture him soap star I saw at Pretty Women Shape From Budwiser Three Women I ask your name Three women say Patti and Melissa and Karen ask 'me say my name Paul Women say OH OH Nice Me I say welcome to women I enjoy Good Time Bayside Center expo + Leave with my mother arrive to home.

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GUIDELINES TO WRITING OR REWRITING MATERIALS FOR DEAF STUDENTS, WITH SPECIAL EMPHASIS ON SYNTAX

BY
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ACKNOWLEDGMENTS

The author wishes to thank the many individuals who assisted in this project. Special appreciation goes to James Kearney who carefully edited the manuscript for publication.

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This publication was sponsored by the Model Secondary School for the Deaf which is authorized and funded by the U.S. Department of Health, Education and Welfare through Public Law 89-694. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project.

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PREFACE

The purpose of this manual is to assist teachers, writers of instructional materials, and other educators in the task of writing or rewriting materials to be read by deaf students. It should also help educators judge the relative difficulty of textbooks and other printed commercial materials before buying or using them with students.

The manual begins with a general overview of the task of providing materials which are within the range of deaf students' reading abilities. Then it offers some general comments and advice on the problems deaf students have with syntax, vocabulary, and idioms. Next, the question of whether to write original text or to rewrite existing text is discussed. The main section of the manual concludes with a summary list of suggested procedures for writing or rewriting materials.

Users of this manual will undoubtedly be referring to the three appendices more often than to the main body of the manual. Appendices A and B contain detailed information about those aspects of syntax which are difficult for deaf students. Appendix A describes ten areas of syntactical construction (questions, negatives, etc.) and suggests the level of difficulty of each specific construction. Appendix B presents the same information arranged by level of difficulty. There are four suggested levels of difficulty and more than 30 constructions are listed.

Appendix C is a sample of the analysis and rewriting of a short passage.

Users of the manual are urged to study the entire manual before attempting to apply any part of it. There are no simple answers in this area of education of the deaf and it would be a mistake to treat the manual as if it were a kind of cookbook with explicit recipes for action. There is as much art as there is science in writing for deaf students.

A major concern in preparation of the manual was not to overwhelm the reader with technical grammatical terms. It is hoped that it will be used by teachers in all subject matter areas and not by English teachers alone. Yet, some knowledge of terminology had to be presumed; if it had not, then the manual would have grown into a textbook on English grammar. Only time and use will tell whether or not a suitable compromise was reached.

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Introduction

Providing suitable reading material for their students is a major problem for educators of the deaf. In general, commercially available textbooks are of little or no use to deaf students. Regardless of the subject, the reading matter in these books is usually too difficult and is a barrier between the student and the subject itself. It is necessary, therefore, either to write original material for the students or to simplify the language in existing texts.

Material for deaf students can be written on several levels of difficulty appropriate to the reading ability of the students it is intended for. Sometimes writers assume that everything must be reduced to short, simple sentences and simple vocabulary. This is not always necessary, nor is it always advisable. Very simple sentences convey a limited amount of information and are fairly certain to bore high level readers. Material for them may be written in more sophisticated language, with complex sentences and more difficult vocabulary. This has the added advantage of giving the better readers an opportunity to strengthen reading skills.

The logical way to go about writing for any students is to find their level of reading ability and to write material at that level. When the students in question are deaf, however, the difficulty of the task is much greater.

Student's Reading Ability Level

It is very difficult to determine the reading ability level of deaf students. Standardized reading tests have been poor indicators.

For years, classroom teachers have found discrepancies between their students' reading grade equivalent scores, and the ability of their students to read material on indicated grade levels. The accuracy of these classroom observations is borne out by at least two research studies.

Moores (1976), using the cloze procedure, tested reading comprehension of hearing and deaf students who had been matched by reading scores on the Stanford Achievement Tests. The deaf subjects scored below their hearing counterparts on the cloze test, and Moores concluded that the Stanford scores were inflated for the deaf subjects.

O'Neill (1973) developed a test of knowledge of correctness of grammaticality which she administered to a group of deaf students having a mean grade equivalent of 3.3 on the Stanford Paragraph Meaning subtests. She then gave the same test to a group of hearing students having a mean grade equivalent of 2.6 on the same subtest. The hearing subjects' performance was far superior to the deaf subjects', even though 32 percent of the deaf subjects had reading scores above those of the hearing subjects. The O'Neill data seems to support Moore's conclusion that reading grade equivalent scores provide an inflated measure for deaf students.

The Test of Syntactic Abilities (TSA) developed at the Institute for Child Behavior at the University of Illinois can be used to provide a great deal of information about the ability of an individual deaf student to comprehend a number of syntactic structures. This information should be invaluable to teachers as they prepare material for their students to read. (It should be noted here that the TSA does not attempt to relate its results to grade level.)

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Reading Level of Material

Deciding upon the reading level of printed material poses other problems. A great many readability formulas are available, but none of them is really adequate when applied to materials to be used with deaf students.

Deaf students have very special problems with syntax. They lag far behind their hearing peers in the acquisition of the syntactic structures of English. Teen-aged deaf students often cannot understand structures which are easily understood by much younger hearing children. Most readability measures depend upon sentence length to determine the complexity of the syntax of the sentence. Sentence length is not a sensitive enough indicator of complexity if the sentences are to be read by deaf students. A very short sentence may contain several difficult structures, making it almost incomprehensible to students who do not know these structures.

Deaf students also have a great deal of trouble with vocabulary and idiomatic usage. Although most readability formulas contain some measure of vocabulary difficulty, they do not take idioms into account.

Syntax, vocabulary, and idioms are three problem areas to be considered when preparing material for deaf students.

Syntax

If deaf students are asked to read sentences containing structures they cannot understand, they may (1) simply become confused and get no meaning from the sentence, or (2) find a meaning that was other than the writer's intent. Consider the sentence, "The boy with my sister has red hair." When asked who has red hair, the deaf student will often answer, "the sister," an answer which makes sense only if one reads the last four words of the sentence. Deaf students apparently impose a surface Subject-Verb-Object order and seem to be reading this sentence as, "The boy with my sister has red hair."

Another example of this kind of misinterpretation is their understanding of sentences like "The car was hit by the bus." When asked what was hit, deaf students will often respond, "the bus". They apparently read the sentence as "The car was hit by the bus."

There are many other syntactic structures that deaf students find difficult. In Appendix A these structures are briefly explained and each structure is assigned to one of four levels of difficulty. The levels are based, whenever possible, on the findings of a six-year language study by Quigley, Wilbur, Power, Montanelli, and Steinkamp (1976). The study's data show the orders of difficulty of the major syntactic structures of English for deaf students aged 10 to 18.

For convenience, in Appendix B these same structures are grouped according to Levels 1 to 4.

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Vocabulary

It is difficult to give clear guidelines for the selection of appropriate vocabulary for deaf students. Vocabulary norms do exist, but are not very helpful for use with any particular group of students. The students almost certainly will have a very limited vocabulary, but this vocabulary will vary from student to student and from school to school. Vocabulary will have developed as a result of group experiences at school. School curriculum and activities play a very large role in the vocabulary development of deaf students. Curricula vary from school to school, however, and cannot provide a generalized word list.

Choice of vocabulary depends on the way in which material will be used. If it is meant for a social studies class studying the Civil War, then difficult words such as secession, emancipation, and abolitionist are completely appropriate. Normally the students would have a difficult time with these words, but it should be assumed that the teacher will have introduced them previously in class.

If one of the writer's objectives is vocabulary enrichment, then "new" words may be included deliberately. These should be listed at the beginning of the text and the teacher should introduce and explain them. Illustrations can also help to explain new vocabulary.

An occasional word may be explained in a footnote. For example, scarlet might be defined as red, or trout as a fish. Words representing abstract concepts, however, should not be defined in a footnote. Loyalty, flexible, and develop are examples of words that must be taught in some other way; these concepts are too complex for a brief footnote.

It is a mistake to assume that students know the English equivalent of their sign vocabulary, that is, can read, write, or fingerspell the English words that represent the same concepts that are represented by their signs. Although some students may indeed know the English equivalents for all the signs they use, many will not. A teacher cannot select a word for inclusion in a text simply because he or she has seen the students sign it.

Idioms

Most deaf students are unfamiliar with idioms and can be totally confused by them. An idiom changes the lexical meaning of its component words and cannot be deciphered by a deaf student who may know the meaning of the individual words but, who is unaware of the idiomatic meaning. Most idioms should, therefore, be avoided, unless the teacher is explicitly teaching an idiom.

Some idioms are easy for the writer to recognize as idioms, others are not. Makkai (1978) outlines three different types of idioms, all of which are unknown to most deaf students. These idioms are described here in order to help writers to be alert for them.

Lexemic idioms are correlated with parts of speech. Some function as nouns. "Hot dog," for example, means "frankfurter in a bun." Some idioms function as adjectives or adverbs. "Pepper and salt" hair means "black hair mixed with grey"; "hammer and tongs" means "violently." Many idioms function as verbs. Examples are "turn in," "work out", "get up." These are sometimes called "two-word verbs" or "double verbs." Streng (1972) provides a helpful list of verbs and particles which through combination, change their separate lexical meanings and become idioms. The particles listed by Streng are: "away", "down", "in", "off", "on", "out", "over", "up."

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The verbs listed by Streng are:

beat	come	hand	pass	set	tie
blow	count	hang	pay	shake	turn
break	cut	head	pick	shut	use
bring	dig	help	point	stick	warm
burn	dry	hold	pull	strike	wipe
carry	fill	let	roll	take	write
catch	finish	line	rub	talk	
check	get	look	run	tear	
clean	give	make	saw	throw	

The same verb may be used with more than one particle, as "cut down," "cut off," "cut out," "cut up."

This particular type of idiom occurs frequently in English and can easily be overlooked by persons writing for deaf students. Material should be carefully checked to see that it does not contain idiomatic verbs which may be confusing.

Phraseological idioms are longer than lexemic idioms. They do not correlate with parts of speech. Examples of this type of idiom are "to fly off the handle" and "to be up the creek." These idioms are very easy to recognize and should be easy for the writer to avoid.

A third class of idioms consists of sentence idioms, usually adages or proverbs: "People who live in glass houses shouldn't throw stones." "Don't count your chickens before they're hatched." Anyone writing for the deaf should not use any of these idioms unless, of course, the proverb is to be taught during the lesson.

Idioms should be avoided in any material that is to be read for information only. They should be avoided in material that students will read independently. If the material is for group instruction, say a reading class, then idioms can (and should) be included. The teacher can introduce and explain the idioms before the story is read.

Rewriting vs. Writing

The writer will have to decide whether to rewrite material in order to simplify it or to write completely new material. There are advantages and disadvantages to each method.

A person writing original material has complete freedom to organize it and pace it in a manner that will make it easiest to read. Information in the material can come from more than one source. Sometimes it is easier to write original material than to do rewriting. A disadvantage is that the writer may have to spend considerable time researching and organizing the material.

One who decides to rewrite existing material has a choice of approaches. One way is to go through the material sentence by sentence, rewriting to eliminate difficult structures and vocabulary, and breaking long paragraphs down into shorter units. The advantage of using this method is that all of the information of the original copy is retained. One disadvantage is that the rewritten material may become very lengthy. Using many short sentences will make the text longer, and a long text will intimidate an insecure reader. Another disadvantage is that sometimes it will be impossible to find simpler structures to convey the same meaning.

A second way to rewrite is to select only the highlights of the original material,

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eliminating less important parts. Then the highlights may be revised. Often this will be the best method. Whether to use this method will depend upon objectives and the amount of the original information that must be conveyed.

A third method is to summarize all of the information in notes, and rewrite from these notes. This is actually almost the same as writing original material, except that the content is already provided.

Appendix C contains a sample of the process of rewriting a paragraph containing a variety of difficult syntactic structures. The paragraph has been rewritten at successively lower levels.

A Suggested Procedure

When approaching the task of adapting reading materials for a specific kind of reader, this procedure may be found practical:

1. Check Appendix B to estimate the level of the particular audience's syntactic abilities.

2. Examine the instructional objectives to decide whether writing original material or rewriting would be more practical.

3. Write or rewrite at an appropriate level of syntax difficulty, using Appendix B as a guide.

4. Check material for vocabulary and idioms, and change as needed. Here, experience with deaf students and common sense will have to serve as guides.

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APPENDIX A

PROBABLE LEVELS OF DIFFICULTY OF SYNTACTIC STRUCTURES

The ordering of structures in this appendix is based, whenever possible, on the findings reported by Quigley, Wilbur, Power, Montanelli, and Steinkamp (1976). New data have been gathered since this writing and are being analyzed. When available, the reports of the analysis will be used to refine these guidelines.

It should be noted that the four "levels" do not in any way relate to reading grade equivalents. They reflect a sequence of development which holds true for most deaf students.

Level 1 is the easiest level; Level 4 the most difficult. All Level 1 structures are assumed to be included in Level 2, Level 2 structures included in Level 3, and so on. Level 4 includes all of the structures listed.

The validity of the levels has not been established beyond doubt and the difference in difficulty between one level and the next can easily be questioned. However, the levels will serve as general guides for the writer.

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QUESTIONS

Below, each type of question is given a name that is as non-technical as possible. However, two terms may need clarification: "do-support" and "modal." The term "do-support" means using a form of the verb do (do, does, did) along with the main verb. The term "modal" refers to may, might, can, could, will, would, shall, should, and must, which also are used with the main verb.

Probable levels of difficulty

Level 1. (a) Simple WH-questions without do-support or modals.
(who, what, where, when, why)
Also, "How many?" questions.

Who is Sylvia?
When is her party?
What is her problem?
Where is the mustard?
Why is Ray here?
How many eggs broke?

(b) Simple yes/no questions -- those having yes or no for an answer -- without do-support.

Is Rosalind here?
Are they your aunts?

Level 2. (a) "How" questions.

How are you doing?
How do you know?
How did you get there?
How do you find a square root?

(b) WH-questions with do-support or modals.

Who (m) did Sylvia hit?
When may I expect a reply?
What can I say?
Where do you keep the mustard?

(c) Yes/no questions with do-support or modals.

Do you like leopards?
May I pet one?
Will the parade pass by here?
Can we afford it?

(d) Questions beginning with "How much," and "How long."

How much is that dog?
How long is his hair?
How long did he sleep?

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Level 3. Tag questions -- questions appended to a declarative statement.

She can count, can't she?
He can't go, can he?

Level 4. Embedded questions. The sentence is declarative, but there is an implied question included.

Bob wonders whether (or not) he can call you.
Bob wonders if he can call you.
Bob wonders who wrote the letter.
Bob wonders what you meant.

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CONJUNCTION

Conjunction is the joining of two sentences, phrases, or verbs by "and," "but", and "or."

Probable levels of difficulty

Level 1. (a) Conjoined sentences. Any simple sentences joined by "and," "but," and "or." (Do not let the sentences get too long.)

Jack stood up and Jill screamed.
Bob ran but Harry walked.

(b) Conjoined subjects.

Jack and Jill went up the hill.
Harry or Bob will help you.

(c) Conjoined objects.

They fetched a pail and a frog.
Bring me a pen or a pencil.

Level 2. Conjoined verbs, with "and"

He fell down and broke his crown.

Level 3. Conjoined verbs, with "but", "or"

Harry caught the ball but dropped it.
The car ran well or did not run at all.

Level 4. Gapping -- omitting the verb in the second conjoined sentence when the verb is the same as in the first sentence.

Jack broke his crown and Jill her toe.

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NEGATION

Negation includes sentences using no or not, or words which have a negative connotation but not a negative form.

Probable levels of difficulty:

Level 1. (a) Using "not," without modals.

He is not here.

(b) Using "not" with do-support. This means using some form of the verb do (do, does, did).

He does not ski.

(c) Using "no".

We have no bananas.

(d) Contraction, without modals.

He isn't here.

Level 2. (a) Using "not" with simple modals (can, will, shall, must)

He will not win.
They must not go.

(b) Same as the preceding, plus contraction. (This probably makes it more difficult.)

We can't lose this game.

Level 3. (a) Using "not" with more complex modals (might, could, would, should).

They might not come.
That would not be fair.

(b) Same as the preceding, plus contraction. (This probably makes it more difficult.)

That wouldn't be fair.
You shouldn't smoke so much.

Level 4. Words which do not have a negative form but which suggest an absence of something.

Little rain fell. (Suggests that not much rain fell.)
Few eagles sing. (Suggests that not many eagles sing.)

Note: Of course these words can occur without a negative connotation. For example, "a little hat," "a few dollars."

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PRONOUNS

A pronoun refers to a noun and functions as a noun in a sentence. The noun to which the pronoun refers is called its "antecedent." For example, "John (antecedent) was happy. He (pronoun) had won the prize."

The use of three kinds of pronouns will be included here. They are subject, object, and possessive pronouns. Possessive adjectives will be treated as pronouns, too.

Reflexive pronouns will be treated separately in the next section and relative pronouns will be treated in the section on relative clauses.

Here is a list of the pronouns treated:

Singular

	Subject Pronouns	Object Pronouns	Possessive Pronouns	Possessive Adjectives
1st Person	I	me	mine	my
2nd Person	you	you	yours	your
3rd Person	he,she,it	him,her,it	his,hers,its	his,her,its

Plural

	Subject Pronouns	Object Pronouns	Possessive Pronouns	Possessive Adjectives
1st Person	we	us	ours	our
2nd Person	you	you	yours	your
3rd Person	they	them	theirs	their

The major problem students have with pronouns is finding antecedents. When writing on lower levels, it is a good idea to repeat an antecedent several times before using a pronoun. For example:

Cindy picked up her books.
Cindy was very unhappy.
She wanted to cry.

Another rule is to keep the pronoun fairly near its antecedent. She in the above sentence is quite near Cindy, for example. At the lower levels, never separate the pronoun and the antecedent by more than one sentence.

Probable levels of difficulty

Level 1. All of the pronouns listed above, with the antecedent appearing before the pronoun occurs.

John lost his book.
The grass was high. The farmer cut it down.

Level 4. Backwards pronominalization -- the antecedent follows the pronoun.

The man who helped him annoyed George.

Here, the antecedent (George) occurs later in the sentence than does its pronoun, "him."

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REFLEXIVES

Reflexive pronouns are myself, yourself, herself, himself, ourselves, themselves, itself.

Probable level of difficulty

Level 2. All reflexives may be included at this level.

I went to the store myself.
The children felt sorry for themselves.
Margaret gave herself a shampoo.

PASSIVES

There are two "voices" in the English language, the active and the passive. Most sentences are in the active voice; that is, the subject is the doer of the action. An example of active voice is: The boy ate the cake. The passive voice reverses this order, putting the doer of the action after the verb: The cake was eaten by the boy.

Probable levels of difficulty

Level 2. Non-reversible sentences. These are sentences in which it is hardly possible to mistakenly reverse the doer and receiver of the action.

The story was written by Len.

The story could not have written Len. There is not much room for confusion.

Level 3. Reversible sentences. These are sentences in which it is possible to mistakenly reverse the doer and receiver of the action and still "make sense."

The truck was hit by the bus.

If the student imposes Subject-Verb-Object order and reverses doer and receiver, the sentence may be read: The truck hit the bus. Although erroneous, this event is possible and "makes sense."

Level 4. Agent deleted passive. Here, the doer of the action is not mentioned.

The streets were painted green.

Nothing is said about who did the painting. This construction looks deceptively simple, but it is the most difficult of the passives for the deaf student to understand. In the above example, the implication is that the streets were painted by some unidentified person(s). Using an agent deleted passive in a relative clause makes the sentence even more difficult to understand: The boy who was given a shot caught the measles.

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RELATIVE CLAUSES

A relative clause begins with one of the relative pronouns who, whom, which, whose, or that. (Note, however, that some structures beginning with that are not relative clauses but are complements. These are treated in a later section.)

Probable levels of difficulty

Level 2. Relative clauses at the end of a sentence.

I met the couple whom you dislike.
They were the people who gave the party.
Peter is the man whose car was stolen.

Level 3. Relative clauses in the middle of a sentence.

The people who wanted to leave stood up.
The person whom he's discussing is Harry Truman.
The child whose dog was lost began to cry.

Level 4. Deletions.

(a) Sometimes the relative pronoun and forms of the verb be are deleted. This has happened in the following sentences:

The girl (who is) in the doorway is my sister.
The tiger (that was) in the cage had a jeweled collar.

This kind of construction, although it looks very simple, has been found to confuse a large percentage of deaf students.

(b) The pronoun may be omitted with verbs other than be verbs:

The person (whom) he's discussing is Harry Truman.

(c) Relative pronouns may follow prepositions, as in expressions such as to whom and from whom.

The girl to whom he gave a lift stole his wallet.
The man from whom he got the box was his uncle.

These constructions are made even more difficult when the whom is dropped and the preposition is moved. For example:

The girl he gave a lift to stole his wallet.
The man he got the box from was his uncle.

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COMPLEMENTS

A technically precise definition of "complements" would be very complex. Let the following rough definition serve the purpose here. Complements are verbs or clauses that function as the object or subject of the main verb in a sentence. The underlined words in these examples are complements:

I like to run. (Object of "like")
Joe said that he will be late. (Object of "said")
He hates working. (Object of "hate")
To run is not easy. (Subject of "is")
Working never hurt anyone. (Subject of "hurt")
That he will be late is no surprise. (Subject of "is")

Probable levels of difficulty

Level 2. An infinitive (to plus a verb) as an object.

I like to drive.
He wants to eat now.

Level 3. (a) Noun clauses as objects of verb.

Alice thinks that we should go.
Bob said that we could stay.

Note: These clauses should not be confused with relative clauses beginning with "that." To determine whether a "that" clause is a relative or a complement, ask yourself which of these two questions might be answered by the clause: "What?" or "Which one?" A complement answers the question "what?" A relative answers the question "which one?" For example: Complement-- Alice thinks that we should go., answers "What does Alice think?"; Relative-- I found the book that I lost., answers "Which book did you find?"

(b) Complements at the end of sentences that begin with it.

It surprised no one that you played the ghost.

Level 4. (a) Gerunds (the "ing" form of a verb, functioning as a noun).

He loves diving.
His diving is fantastic.

(b) Infinitives used as subject.

To believe in goblins is foolish.

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(c) Noun clauses as subjects.

That you played the ghost surprised no one.

(d) That deleted complements. The that is omitted from a noun clause.

Alice thinks (that) we should go.

(e) Possessive complements.

I dislike Peter's spending their money.
He was amazed at the boy's driving the car.
The father's forgiving him was an unexpected development.

ADVERBIALS

Adverbials describe manner, place, degree, cause, condition, time, duration, and frequency. Adverbials may be words, phrases, or clauses.

The order of difficulty suggested here is based on experience, not research data. The Quigley group study did not investigate adverbials.

Probable levels of difficulty

Level 1. (a) Adverbs and adverbial nouns of manner, place, degree, time and frequency.

You must do it quickly. (manner)
She went home. Her car keys are there. (place)
Betty sunburns very quickly. (degree)
I'll think about that tomorrow. (time)
I see her often. (frequency)

(b) Prepositional phrases of place, time, and means.

The game is in Baltimore. (place)
It starts at noon. (time)
Ethelred is going by bus. (means)

Level 2. Adverbial clauses at the end of a sentence, except those beginning with "before" or "after."

Don't laugh when you see my car. (time)
We'll have to wait while I warm it up. (duration)
We can't go because it won't start. (cause)
Maybe it will start if you try it. (condition)

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Level 3. (a) Adverbial clauses at the beginning of a sentence.

When Herman crossed the goal line, they cheered. (time)
While I go shopping you could take a nap. (duration)
Because she didn't like it, the whole thing was cancelled. (cause)
If you have the money, you can go. (condition)

(b) Time clauses using "before" and "after" at the beginning or end of sentences.

We went home after Steve began to argue.
After Steve began to argue, we went home.
We went home before the game was over.
Before the game was over, we went home.

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APPENDIX B

SUGGESTED STRUCTURES FOR FOUR LEVELS OF READING DIFFICULTY*

Level 1

Questions:
- -Simple WH-questions, without do-support
- -Simple yes/no questions
- -"How many" questions

Conjunction:
- -Conjoined sentences
- -Conjoined subjects or objects

Negation:
- "Not" without modals
- -"Not", with do-support
- -Simple "no"
- -Contractions without modals

Pronouns:
- -Subject, object, and possessive pronouns; possessive adjectives. All with antecedent before pronoun.

Reflexives: None

Passives: None

Relatives: None

Complements: None

Adverbials:
- -Adverbs and adverbial nouns of manner, place, degree, time, and frequency
- -Prepositional phrases of place, time, means

Level 2 (All Level 1 structures, plus the following.)

Questions:
- -"How" questions
- -Yes/No questions, with do-support or modals
- -WH questions, with do-support or modals
- -Questions beginning with "How much" or "How long"

Conjunction:
- -Conjoined verbs, with "and"

Negation:
- -"Not," with simple modals
- -Negative contractions with simple modals

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Pronouns: No additional pronouns.

Reflexives:
-All reflexives

Passives:
-Non-reversible sentences

Relatives:
-Relative clauses at end of sentence

Complements:
-Infinitive as object

Adverbials:
-Adverbial clauses at the end of a sentence, except those beginning with "before" or "after"

Level 3 (All Level 1 and 2 structures, plus the following.)

Questions:
-Tag questions

Conjunction:
-Conjoined verbs, with "but," "or"

Negation:
-"Not," with complex modals
-Negative contractions with complex modals

Pronouns: No additional pronouns.

Reflexives: No additional reflexives.

Passives:
-Reversible sentences

Relatives:
-Relative clauses in the middle of a sentence

Complements:
-Noun clauses as objects of verb
-Noun clauses at end of sentences that began with "it"

Adverbials:
-Adverbial clauses at the beginning of sentence
-Time clauses using "before" and "after" at beginning or end of sentence

Level 4 (All Level 1, 2, and 3 structures, plus the following.)

Questions:
-Embedded questions

Conjunction:
-Gapping

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Negation:
-Words not negative in form but suggesting absences of something

Pronouns:
-Backwards pronominalization (antecedent follows pronoun)

Reflexives: No additional reflexives.

Passives:
-Agent deleted

Relatives:
-Relative pronoun and "be" verb both deleted
-Relative pronoun deleted
-Relative pronoun after a preposition

Complements:
-Gerunds
-Infinitives as subjects
-Noun clauses as subjects
-Noun clauses with "that" deleted
-Possessives

Adverbials: No additional adverbials.

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APPENDIX C

An Example of Rewriting a Paragraph at Different Syntactic Levels

On the following pages, a paragraph that originally was syntactically at Level 4 has been rewritten at Levels 3, 2, and 1. In this example, only syntax has been revised, not vocabulary or idioms.

Furthermore, only those syntactic structures described in Appendix A and listed in Appendix B have been rewritten. The reader may feel that certain other structures in the paragraph could have been rewritten to the advantage of the student. That is probably true but in keeping with this manual's focus on selected structures proven to be difficult, concern about other structures has been set aside.

Finally, it is not claimed that the revisions here are the best or only ways to rewrite the sentences. It would be a useful exercise for the reader to experiment with other replacements for the structures identified as "unacceptable" at the various levels.

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Original Text (Level 4)	Structures Not Acceptable at Level 3	Revised Text (Level 3)
he electric light, which we re all used to, was actually nvented only a few years ago.	1. "was invented" is an agent-deleted passive.	1. Edison actually invented the electric light, which we are all used to, only a few years ago.
hat's surprising, isn't it?	2. None	2. That's surprising, isn't it?
laybe you wonder why people ook so long to invent or ven imagine it.	3. "why people ...." is an embedded question.	3. You may ask, "Why did it take people so long to invent or even imagine it?"
hat you ask yourself such a uestion shows you have an inquiring mind and you should e congratulated.	4. "That you ask such a question" is a noun clause used as a subject. "You have an inquiring mind" is a noun clause with "that" deleted.	4. If you asked yourself such a question, you must have an inquiring mind. Congratulations!
However, the same question can be asked about most of the inventions to which we have become accustomed.	5. "be asked" is an agent-deleted passive. "to which we ...." is a relative pronoun after a preposition.	5. However, we can ask the same question about most of the inventions which we have become accustomed to.
It was only within the past century that McCormick invented the reaper and Marconi the wireless telegraph, inventions which now do not amaze us.	6. "It was ... that McCormick ..." This is an "it plus that clause" structure. "and Marconi the wireless telegraph" is an example of gapping, i.e., the verb is omitted.	6. Less than 100 years ago, McCormick invented the reaper and Marconi invented the wireless telegraph, inventions which now do not amaze us.
Few people realize that watching television is a pleasure their grandparents might not have experienced before they became adults.	7. "Few people" is not negative in form but suggests the absence of something. "Watching" is a gerund. "a pleasure their grandparents" is a relative pronoun (which) deleted before "their."	7. Almost nobody realizes that his grandparents might not have been able to watch and enjoy television before they became adults.

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Original Text (Level 3)	Structures Not Acceptable at Level 2	Revised Text (Level 2)
Edison actually invented the the electric light, which we are all used to, only a few years ago.	1. The "which clause is a relative in the middle of a sentence.	1. We all are used to the electric light but Edison invented it only a few years ago.
That's surprising, isn't it?	2. A tag question.	2. Does that surprise you?
"You may ask, "Why did it take people so long to invent or even imagine it?"	3. "Invent or ... imagine" Conjoined verbs.	3. "You may ask, "Why did people need so much time before they thought about it?"
If you asked yourself such a question, you must have an inquiring mind. Congratulations!	4. "if ..." Adverbial clause at the beginning of a sentence.	4. You must have an inquiring mind, if you asked yourself such a question. Congratulations!
However, we can ask the same question about most of the inventions which we have become accustomed to.	5. None	5. However, we can ask the same question about most of the inventions which we have become accustomed to.
Less than 100 years ago, McCormick invented the reaper and Marconi invented the wireless telegraph, inventions which now do not amaze us.	6. None	6. Less than 100 years ago, McCormick invented the reaper and Marconi invented the wireless telegraph, inventions which now do not amaze us.
Almost nobody realizes that his grandparents might not have been able to watch and enjoy television before they became adults.	7. "Might not have been able to" is a use of not with a complex modal. "before they became adults" is a time clause using before. "that their grandparents ..." is a noun clause as object of a verb.	7. Most of our grandparents did not watch television when they were children. There was no television when they were young.

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Original Text (Level 2)	Structures Not Acceptable at Level 1	Revised Text (Level 1)
/e all are used to the ·lectric light, but Edison nvented it only a few ·ears ago.	1. None	1. We all are used to the electric light but Edison invented it only a few years ago.
)oes that surprise you?	2. A yes/no question with do-support.	2. Are you surprised?
'You may ask, "Why did)eople need so much time)efore they thought about ·t?"	3. A WH question with do-support. An adverbial clause beginning with "before." Pronoun "it" too far from antecedent	3. You may think, "People needed thousands of years to invent the electric light. Why?"
/ou must have an inquiring ·ind, if you asked yourself ·uch a question. Congratu- ·lations!	4. "if ..." An adverbial clause at the end of a sentence.	4. Did you ask that question? Then you must have an inquiring mind. Congratulations!
lowever, we can ask the same ·uestion about most of the ·nventions which we have)ecome accustomed to.	5. "which ..." is a relative clause at the end of the sentence. The whole clause can be dropped because it adds little or nothing to the meaning.	5. However, we can ask the same question about most inventions.
·ess than 100 years ago, ·cCormick invented the reaper ·nd Marconi invented the ·ireless telegraph, inven- ·tions which now do not amaze ·s.	6. "which ...us" is a relative clause at the end of the sentence.	6. Less than 100 years ago, McCormick invented the reaper and Marconi invented the wireless telegraph. These inventions now do not amaze us.
lost of our grandparents did ·ot watch television when ·hey were children. There ·as no television when they ·ere young.	7. "when they ..." is an adverbial clause at the end of a sentence.	7. Our grandparents were children once but they did not watch television. There was no television at that time.

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Introduction to Session 10: Panel Discussion: Deaf Adult Learners

One of the most effective ways for potential tutors to learn about Deaf Culture, Deaf education, and the reading and writing needs of the Deaf adult learner is to hear it directly from the source. This session consists of a moderated panel of Deaf and Hard of hearing adult learners. The panelists could be persons who have participated in the literacy project themselves, persons from the local Deaf and hard of hearing communities, and professional Deaf persons. A variety of experiences and backgrounds is desirable. For example, it is helpful to have a Deaf person who grew up in a hearing family, one from a Deaf family, a hard of hearing person, a person who attended a residential school, a day school, and so forth. It is also important to include both men and women, and those of all age groups. In addition, you may wish to include an experienced tutor.

It is best to have an experienced person moderate the panel, using the developed list of questions as a guide, while allowing time for individual questions from the trainees.

You may also wish to consider having some social time with refreshments immediately following the panel, which will allow the opportunity for the tutors to mingle, interact, and communicate with the Deaf adult learners.

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Day 1
Session 10: Panel Discussion: Deaf Adult Learners
Time: 60 min.

Materials Set up of room visually conducive to a panel discussion involving Deaf persons
Approximately 5 or 6 panelists
Prepared questions for the moderator

Objectives: Participants will...

Learn directly from Deaf adult learners
Have the opportunity to ask questions
Have the opportunity to socialize and communicate with members of the Deaf and hard of hearing communities

Activity 1: Panel Discussion (60 min.)

Step 1 The moderator will introduce the members of the panel, noting their affiliation.

Step 2 The moderator will begin questions, utilizing the guidelines

Step 3 Questions will be taken from the participants

Step 4 (Optional, but highly recommended) Participants will spend time socializing and communicating with the panelists at a small reception.

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Panel Discussion: Deaf Adult Learners

Guideline Questions

1. Please describe for us your educational background and experiences, where you went to school and what was the communication mode at that school?

2. Please tell us a bit about your family experiences.

3. What's the most important part of being Deaf/Hard of Hearing?

4. What is your preferred communication mode?

5. Why did you like/not like school?

6. Do you think the hearing world influences your Deaf identity?

7. Please tell us about your employment experiences.

8. Do you think hearing people can join the Deaf Culture/Community?

9. Have you had experiences with hearing people that were difficult?

10. What do you think of Deaf education? Residential schools, mainstreamed schools?

11. What do you do for socialization? Do you belong to clubs?

12. Can you describe your favorite teacher? What did you like best about him/her?

13. What do you think is the most important issue now in the Deaf community?

14. Do you use interpreters a lot? the TTY Relay service?

15. What is the hardest part about learning English?

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Day 2

Introduction to Session 2: Case Study of the First Two Lessons

In this session, we want to present the participants with an example of a session from which they can form opinions as to what is appropriate and/or essential to do in a first session. We want to introduce them to the concept of "learner-centered" tutoring, basing the lessons on the learner's needs and goals, and we want to show one way in which a tutor discovered the needs of a learner. Participants will also see examples of some activities (language experience, vocabulary building/word bank) that can be used in tutoring, and they will see how a tutor works both with materials which a learner brings in and with materials at hand. The purpose for presenting this case study is to check some of the expectations and/or worries that the participants may have about their first sessions, and to initiate discussions among the participants about appropriate, friendly strategies for relating to the learner. We want the participants to form their own opinions both about the approach of the tutor in dealing with the learner, and about the techniques and activities that the tutor used in her teaching.

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Day 2
Session 2: Case Study of the First Two Lessons
Time: 45 min.

Materials
Board or easel
Newsprint sheets and marking pens
Tape
Handout: *Case Study of the First Two Lessons*
Summary Sheet: *"Case Study of the First Two Lessons"*

Objectives: Participants Will...

Identify the components of the first two lessons with a learner.

Activity 1: Introduction to Case Study/Silent Reading (25 min.)

Step 1 Introduction: This is a look at the first two sessions between a tutor and learner. Explain to participants that this is *not* a real session. The tutor in this case study may seem to them too perfect or too imperfect, or just that the case study is too improbable. (Some trainers refer to the characters as "Patricia Perfect" and "William Wonderful".) The point of presenting it is that it may bring out some issues about the beginning tutoring session in general, which can be discussed by the group. However, this case study is *not* supposed to be a model by which the participants should pattern or evaluate themselves.

Step 2 Hand out only the first page (first day) of *"Case Study of the First Two Lessons"* to each participant. Ask them to read silently.

Step 3 Ask participants to write in their journals in response to the question: "What strikes you about this first lesson?" (2-3 min.)

Step 4 Have participants get into groups of 3-4 to discuss one thing that strikes them about the case study. (10 min.)

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Step 5 Whole group reconvenes. Ask a member from each group in turn to comment on what struck them about this case study. Write the responses on newsprint. Discuss.

Step 6 Hand out and ask participants to read the second page (second session) silently. Again they make a few notes to themselves about the case study.

Step 7 As a whole group, discuss what struck them about the second session. Make notes on the newsprint.

Some of the topics/points which may emerge:

Tutor took materials present and made lesson from them.

Tutor got input from learner about activities, listened to learner's needs.

Tutor used material of interest (sports) as well as material for job/class (manual).

Tutor assessed learner's ability without using a formal test.

Tutor and learner set goals together, based on learner's needs.

Tutor used a variety of different techniques during the session.

Step 8 Ask participants what they liked or disliked about Patricia's tutoring style. Encourage them to think about what they would have done differently. Prompt discussion to reach the following important issues by asking these relevant questions:

Getting information about the learner's reading and educational background: "Did Patricia make assumptions about the learner's background?"

Assessing the learner's abilities in an informal, non-threatening way: "Do you think William was afraid of showing Patricia how much he knew? What method did she use to reduce this fear?"

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Giving the learner input and control, being learner-centered vs. teacher-centered: " Who had control over what was done?"

Setting objectives and personal goals: "Who set the goals and objectives, both long-term and short-term?"

Assessing what you, the tutor, can do for each session: "What did the tutor offer to do for each session? Did she feel capable of doing this?"

Step 9 If participants mention the following topics, here are quick facilitative activities for encouraging discussion.

Learning Styles (5 min.)

Follow-up discussion: Point out that everyone has different approaches to learning a skill (listening, experimentation, demonstration, reading, practice first), and learners respond to different approaches at different times as well. If this is not clear, get two participants to think and talk about the last time they learned a skill (using a computer, playing golf, driving a motorcycle), and analyze the differences between the approaches of both people. Ask participants to think of ways they can deal with different learning styles of their learners: (1) find a different approach if first approach doesn't work; (2) be aware of a constant pattern or style that the learner exhibits, etc.

Teacher-Centered vs. Learner-Centered Instruction (10 min.)

Follow-up Discussion: Get participants to think about how school is different from tutoring: that school is traditionally teacher-centered, whereas this case study is an example of learner-centered instruction. Relate the notion of teacher-centered and learner-centered to this training. Ask the participants in what ways they feel the training has been participant-centered and in what ways has it been teacher-centered. Distribute handout contrasting Teacher-Centered and Learner-Centered Instruction. Ask for comments.

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CASE STUDY OF THE FIRST TWO SESSIONS

Before the First Session

William is a 45-year old man who lives in the northeastern part of Massachusetts. For 15 years, he had a steady job at a well-known computer company in the shipping department. The company was forced to lay off close to 200 of its employees three weeks ago with William being one of the last of the group to receive a lay-off notice. He spoke with some of his co-workers about wanting to get whatever training was necessary to become a computer repair person. A few friends suggested he go to the Massachusetts Rehabilitation Commission (MRC) to get hooked up with an appropriate training program. He followed their advice and was referred by an MRC counselor to D.E.A.F., Inc. for an educational evaluation. The results of the evaluation showed that William was reading at about the fourth grade level. The staff at D.E.A.F., Inc., knowing that he would need to increase his reading and writing skills if he wanted to continue to pursue his employment goal, matched him up with a literacy tutor.

William's tutor, Patricia, is 32 years old and works at a publishing company. She became interested in Deaf culture after reading and editing some materials about deafness and Deaf culture on her job. Her interest led her to take ASL classes, and she is currently enrolled in an advanced level ASL class at the Massachusetts State Association of the Deaf. When Patricia met with the staff at D.E.A.F., Inc, she learned that William was hoping to get into a computer repair training program, but the entrance exam for the program would be quite difficult for him. She was told that William read at the fourth-grade level and had trouble comprehending long sentences with many long words. William tended to sign in English order while reading but couldn't explain the content when asked questions. Before leaving, Patricia was given a copy of a computer repair manual which MRC had made available to D.E.A.F., Inc.

The First Session

1. At Patricia and William's first session together, both were very nervous. Patricia started by telling William a little about herself. She mentioned that she was interested in baseball, and that she went to games often with her husband. Since William also liked sports, they started talking about the Red Sox. After awhile, Patricia encouraged William to talk about his past education, his work at the factory, why he wanted to learn to read and write better, and what he wanted to do in the future. Patricia asked William how the testing at D.E.A.F., Inc. had gone. William told her that the math was okay but the reading was really hard. Patricia and William spent a few minutes looking over the repair manual, and William tried to read from one of the early pages; there

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were too many big words and William couldn't follow the meaning. Patricia then pulled out the sports section from the newspaper and asked William to try to read a bit about the Red Sox game. William was able to do this although he had a hard time comprehending the meaning of longer sentences when he was signing in English order.

2. Patricia asked William what he would like to do during the tutoring sessions. William said he didn't know, except that he really wanted to be able to read the repair manual and eventually prepare to take the entrance exam. Patricia suggested that they begin by learning some of the words in the manual by sight and meaning which would in turn make reading the manual a lot easier. She also suggested that for part of each session, William practice improving his reading on passages about sports. These were interesting to William since he already knew a lot of the vocabulary, and he agreed.

3. They moved on to talking about the last time William had gone to a Red Sox game. Patricia wrote the word "baseball" on a large sheet of paper and asked William to sign all the possible signs he could think of that were associated with the game he had gone to. Patricia wrote them down. With the unfamiliar words in English, William copied them onto index cards and wrote his own "definition" for each word. Patricia encouraged him to write whatever would help him to remember the unfamiliar words: single words, phrases, sentences, even pictures - with no attention to spelling. She let him know that these definitions would be for his own use and no one else's. After going over the words, the index cards were arranged and stored in a file box.

4. Patricia asked William what he liked about the session. He replied that he had liked the part where he came up with all the signs associated with baseball.

The Second Session

1. Patricia and William started the second session with a review of some of the written words from the large sheet of paper saved from the first session. Then Patricia picked up a newspaper story about the previous evening's Red Sox game and asked William to circle any words he could find that were also on the large sheet of paper. He was able to do this easily and wanted to try to read the article again. Each time he came upon a word that he didn't know, Patricia wrote it down on a small piece of paper. After William finished the story, Patricia asked him to go back to the sentences with the unfamiliar words and try to figure out the meaning based on the context. When he was able to do so with one of the circled words, William checked his definition from the file box and made changes on the card if he felt it was necessary or helpful. He also wrote down definitions for the other

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words he was able to figure out. With the words for which William was unable to come up with a definition, Patricia tried to help William make a connection between each of the words and his own experiences. They worked together to write down something for each of the remaining words. Before they left this activity, William created word/definition cards for all the new words and added them to the file box. He decided to take the Red Sox article and the file box home with him, and practice going over them before the next session.

2. Prior to this session, Patricia had looked over the computer repair manual at home and decided to focus on the diagram in the manual that's designed to introduce the basic computer hardware components. She photocopied the page, whited out all text, and made a few enlarged copies so that only the diagram was clearly on the page. She brought these copies to the session and pulled out one of the copies for her and William to work with. William signed and/or wrote down all the components which he was familiar with. Patricia helped him to label those parts on the diagram. They discussed the purpose and function of each labeled component. Then Patricia helped him to identify five other hardware components whose names and/or functions he wasn't familiar with. They discussed the function of each new component and labeled them on the diagram as they had with the others.

3. Patricia asked William to summarize the role and function of each labeled hardware component as it related to the whole computer. She asked him to repeat his story so that she could write it down. She went over the story with him offering clarification as needed. William copied the text into his notebook, and highlighted the new words. For homework, Patricia asked him to review the text and label once again the computer parts using one of the blank diagram sheets.

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Case Study of a Lesson Plan

Patricia and William talked about what they would do in the next session. William liked reading about sports, but he really wanted to work on understanding the words and meanings in the computer manual. He liked doing the language experience story but was ready to work hard at trying to read materials that Patricia brought in. Patricia said she would look over the computer manual and try to re-write a short description of a diagram, just like she and William had done in their second session. William decided that his long-term goal would be to recognize most, but not necessarily all, of the words in the manual and understand their meanings, and to be able to read articles about sports and other things easily enough to understand their meaning. Patricia and William decided that the short-term goal for the next session would be for William to learn five new words from the computer manual; and to read a short paragraph about the computer manual that Patricia would bring. Here is the lesson plan that Patricia and William wrote for their third session:

1. *Review of old materials:* William will read the story about the computer hardware that he had taken home with him, and he will recognize the "definition" card words from the second session as they are laid out on the table and use the words correctly in a sentence. They will also review the diagram from the previous lesson and William will label the third blank diagram with the appropriate vocabulary words (15 min.)

2. *Reading topic:* Patricia and William will look at another diagram from the computer manual and Patricia will encourage William to try to read some of the words. They will talk about the short descriptive paragraph that Patricia will have re-written from the manual, and what the meanings of the words in the diagram probably are. William will try to read the paragraph (15 min.)

3. *Questions:* Patricia will ask William to recall each of the words from the paragraph and to point to the word on the diagram. They will talk about what the paragraph has said about the diagram and understand the meaning. William can re-read the paragraph if he wishes (5 min.)

4. *Comprehension activities:* Patricia and William will make an outline or mind map of the paragraph, linking all the parts in the diagram with what their function is. William will re-read the paragraph (10 min.)

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5. *Word Recognition:* William will write each of the new vocabulary words from the paragraph on his index cards, along with a brief definition. Patricia will write each of the words on a card, and the definition on another card. Then, Patricia and William will play Concentration, first with the name of the part and the drawing of the part as paired cards, then again with the name of the part and the definition of the part as paired cards (20 min.)

6. *Evaluation and Suggestions for Next Session:* Patricia and William will discuss what they liked and didn't like in this session, and they will write the lesson plan for the next session (10 min.)

7. *Total time:* 1 hour and 15 minutes. Materials needed for the lesson:

-paper and pencils/pens
-diagram from manual
-blank index cards

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Summary Sheet:
Case Study of the First Two Sessions

What Patricia and William did in the first session

In the first paragraph, the following things happened:

- Tutor introduced herself, found common interest
- Tutor got learner to talk about the past and goals for the future
- Learner showed tutor materials he'd like to learn
- Tutor asked learner for self-assessment of abilities
- Tutor assessed learner's ability informally with both learner's material (manuals) and tutor's material (newspaper)
- Tutor got an idea of learner's reading difficulties

In the second paragraph, the following things happened:

- Tutor elicited learner's goals and interests for sessions
- Tutor made suggestions about content and objectives of lessons
- Learner agreed to suggestions. (**Tutor made suggestions because learner didn't know what to do; tutor could have tried to elicit more or can always encourage learner to add or change goals later on)

In the third paragraph:

- Tutor initiated first learning activity: language experience story
- Tutor and learner did phonic/word pattern exercises (from LEA)
- Learner practiced copying materials

On the second day, they did the following activities:

In the first paragraph:

- Learner circled words in newspaper (word recognition exercise)
- Learner read passage, noted new vocabulary
- Learner and tutor defined words and drilled
- Learner assigned self homework

In the second paragraph:

- Learner drew familiar object and labeled parts (with tutor's help)
- Learner practiced recognizing parts words

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- Learner and tutor together wrote paragraph about subject of drawing
- Learner read paragraph and wrote in missing words (cloze exercise)
- Learner put paragraph in notebook

What the tutor did well in the first two sessions:

- finding out about the learner's reading and educational background
- assessing the learner's abilities in an informal, non-threatening way
- giving the learner input on and control of activities
- helping the learner to set objectives and personal goals
- assessing what she could do for each session
- using materials of interest as well as materials relevant to the learner's long-term goals
- using materials present and creating activities from them
- using a variety of approaches to reading: phonics, whole word, comprehension

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Summary Sheet

Points to Consider During Initial Contact (First Session) With the Learner

- Establish a connection with the learner
- Elicit input from the learner as to what she would like to read and how she would like to proceed in the sessions.
- Try to get a sense of what the learner needs to feel comfortable in the tutoring sessions, what he needs from a tutor, and what circumstances enable him to learn best.
- Share something about yourself during the exchange.

Suggested Ways to Begin Tutoring Sessions

Check in with your learner:

- Ask about learner's past week.
- Ask about learner's family, health, job, etc.
- Begin a discussion of a current event which affects the learner's life.
- Share something about your own activities.

Relate literacy learning to everyday experience:

- Find out whether homework was difficult.
- Find out whether learner visited a library.
- Find out whether learner followed up on anything discussed during the last session.
- Find out whether learner has any problems or concerns which can be dealt with in today's session.
- Ask learner if she received any written material that she would like help in reading.

"Ease in to" the lesson of the day:

- Start with a game, puzzle or fun activity.
- Start with a review of last week's activity.
- Go over homework that was not difficult.
- Do a dialogue journal writing activity.
- Set aside silent reading time.
- Read a comic from the newspaper together.
- See a video, film, or computer game.

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Suggested Ways to End Tutoring Sessions

- Discuss what was accomplished.
- Discuss what was interesting to you and ask what was interesting to the learner.
- Compliment the learner.
- Decide together and preview what will be done next time.
- End with a game, tutor reading an episode from a popular book, or a fun writing activity.

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Characteristics of Teacher-Centered and Learner-Centered Instruction

Teacher-Centered	Learner-Centered
Teacher plans lessons and curricula	Lessons and curricula are devised with input from the learner and/or consideration of the learners' needs
Teacher has the knowledge	Both teacher and learners have knowledge
Learners' experiences of secondary value	Learners' experiences become a valuable resource for learning
Teacher transmits knowledge	Both teacher and learners learn from each other and often together
Teacher talks; learners listen	Teacher and learners share talking and listening time; in group work, learners talk to one another
Learning environment is hierarchical (similar to parent/child relationship)	Learning environment is non-hierarchical (teacher functions as a coach or guide)

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Introduction to Session 4: ASL Grammar Activity

In this session we will briefly expose the participants to the process of translating ASL into written English. Deaf adult learners constantly go through this process when interacting with the world at large. It is important for tutors to have some understanding of and sensitivity to the difficulty in learning the English language for a non-native speaker. One may wish to use videotapes in this session, rather than the gloss, however, it is more time consuming.

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Day 2
Session 4: ASL Grammar Activity
Time: 30 min.

Materials Copies of sign language gloss and English original
Newsprint, markers

Objective: Participants Will...

Experience the difficulty in translating from ASL to written English.
Understand the process the Deaf adult learner goes through in learning English.

Activity 1: Translation Activity (30 Min.)

Step 1 Pass out copies of the Sign Language Gloss of the story, "Rain". Have each individual work on an English translation for 10 min.

Step 2 Arrange the trainees in small groups with newsprint and markers. Have each group work together and write its English translation of the story on newsprint. 15 min.

Step 3 In whole group, facilitate discussion of the activity:
What was the process you had to go through to translate?
How did it feel?
How does this process impact on Deaf adult learners?

Note: Deaf adult learners are constantly translating between ASL and written English. One other technique for use in tutoring sessions is to ask learner's to view sign language videos and to write down in English what they are seeing. Although this is time consuming, it is helpful to Deaf learners to see the ASL signs and the English translation.

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Lesson One

ENGLISH ORIGINAL

Rain

A little while ago I thought the rain might stop, but now it is raining harder than ever. The wind has changed. Now it is coming from the north, and the temperature is dropping. If it gets much colder, it will turn to snow. I want the rain to go away. It has been raining every day lately, and it is really monotonous. I have been bored stiff. What I want is some blue skies and some warm sunshine. I know we need rain for the sake of the farmers' crops, if there were no rain, everything would dry up and the crops would wither. I have an idea! Why doesn't it rain during the night and stop each morning? Or why doesn't it rain on Fridays and clear up on Saturdays? If I were in charge of the weather, I would see to it that Saturday and Sunday would always be pleasant. On Mondays, who cares? Let it rain.

SIGN LANGUAGE GLOSS

Rain

A-little-while-ago think me rain maybe stop. Now worse. Wind change (pause) now blow from north, and temperature drop. Happen temperature plunge (pause) will begin snow. Me want rain disappear. Every-day rain, rain, rain (pause) truly same, same, same. Me bored. Wish sky blue sunshine warm. True, know rain need for farmer their grow area. Rain disappear, all dry (pause) all wither. Idea! All-night rain, morning stop. Why not? Fridays rain, Saturdays nice. Why not? Me rule, make fine. Me decide Saturday Sunday always pleasant. Mondays (pause) Phooey! Let rain.

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Introduction to Session 5: Error Correction

This session explores the sensitive subject of correcting errors that a learne might make. Trainees will listen to a tape of a brief tutor and learner exchange in which the tutor attempts to learn more about the learner by asking her a series of questions. Using this tape, trainees will examine when and how a tutor can effectively help the learner to recognize and correct his/her own errors. During the session, trainees get hands-on experience practicing one effective method of error correction. We would like trainees to come away from the session viewing error correction as a sensitive issue which should be approached carefully in order not to offend discourage or in any way impede the progress of the learner.

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Day 2
Session 5: Error Correction
Time: 30 minutes

Materials Summary Sheet: "Error Correction"

Objectives: Participants Will...

Develop sensitivity towards issues regarding correction
Develop strategies for knowing when and how to correct the adult learners' errors.

Activity 1: Error Correction (30 min.)

Step 1 Ask participants to write for five minutes about an experience they have had when they were corrected. Be sure to write in your own journal entry. Encourage participants to share their journal entries with the whole group (two to six participants depending on the available time and participant interest); be prepared to share your own.

Step 2 Facilitate a general discussion of error correction. During the discussion, you may want to refer back to those sessions in the training when error correction, or the lack of it, was particulary important: For example, *Case Study of the First Two Lessons*, when the learner wrote the definitions of new words on cards with no attention to spealling; *Process-Oriented Writing*, when the learner is asked to hold off on error correction until the final editing stage of writing, etc.

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When is it appropriate to correct?

Points to reinforce:

- If the correction coincides with the goal of the activity (e.g. , If you're working on reading or writing, you may not want to correct grammar);

- If the learner feels secure enough to work on corrections.

How often should you correct?

Points to reinforce:

- If there are many errors with the learner's language, you may choose to work on only one or a few (rather than all) in order to avoid overload.

- If the learner does not have the understanding necessary to handle the correction (e.g., if the material is new), you can use the "error" tc plan future lessons rather than try to get the learner to correct something of whi h s/he has no prior knowledge.

How should you correct?

Points to reinforce:

- Encourage self-correction whenever possible; peer correction is another option for small group tutorials depending on the level of trust and mutual respect of the learners involved.

- Provide reinforcement of correct language without directly correcting the learner's mistakes (e.g., through dialogue journal writing.)

- Refrain from interrupting the learner by making note (mentally or in writing) of actual mistakes, and work on them with the learner at another point during the tutoring session or in future sessions.

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Summary Sheet:
Error Correction

When is it appropriate to correct?

- if the correction coincides with the goal of the activity.(e.g.,If you are working on reading, you may not want to correct grammar);
- if the focus of the activity is accuracy rather than fluency;
- if the learner feels secure enough to work on corrections.

How often should you correct?

- If there are many errors in the learner's language, you may choose to work on only one or two in order to avoid overload.
- If the learner does not have the understanding necessary to handle the correction (e.g., if the material is new), you can use this "error" to plan future lessons rather than try to get the learner to correct something of which s/he has no prior knowledge.

How should you correct?

- Recording/making note of mistakes for future correction:

  If you don't want to interrupt the learner, you can make note (mentally or in writing) of actual mistakes and work on them with the learner at another point during the session or in future sessions.

- Hand Signals and Facial Gestures:

  - Thumb jerked over shoulder is used to indicate past tense.

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- Forward circular motion of hand is used to indicate future tense.

- Touch fingers of both hands together and pull away to indicate "stretch sentence" or "complete sentence".

- Use fingers to represent individual words and word order (as demonstrated in the Grammar Activity).

- "Screw up face" to indicate lack of comprehension or confusion.

- Understanding Responses:

An understanding response involves responding to the learner in a way that incorporates the correct form of the learner's error, provides positive reinforcement without requiring the learner to correct her/himself, and continues the conversation in a natural way. For example, if the learner says "I go store yesterday", you could reply "Oh, you went to the store yesterday? What did you buy?" If the learner says "My brother he have 5 children", you could respond "Oh your brother has 5 children. How old are they? How many of them are in school?", etc.

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Introduction to Session 6: Mindmapping

This session introduces another technique which is valuable for use in tutoring Deaf adult learners, Mindmapping. Mapping is a technique used with stories, factual information, etc. It is a visual representation of a concept, and utilizes drawing, outlines, and graphics to depict information. this technique is helpful for use with learners who are new to this country, or who do not have a formal sign language system. In this session the participants will experience drawing their own maps, and discuss the potential of using this technique with their learners.

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Day 2
Session 6: Mindmapping
Time: 45 min.

Materials Large pieces of paper for drawing
Colored markers, crayons
Handouts

Objective: Participants will...

Be introduced to the concept of Mindmapping, and discuss its potential use in the tutoring session.

Activity 1: Making Maps (45 min.)

Step 1 Give a brief introduction to Mindmapping, using the sample maps included in the handouts. (5 min.)

Step 2 Pass out drawing paper and crayons/markers
Arrange the participants in groups of twos. One person is to tell a story, or describe a trip, etc. The second person is to map the story as it is being told. Then switch roles, so that both people draw a mindmap. (30 min.)
When everyone is done, have groups share maps with each other. Keep in mind that one does not need to have artistic talent to use this technique. Make observations about the maps.

Step 3 Facilitate a discussion about the use of Mindmapping in tutoring sessions, as a way to assist those who are hesitant to write, or those who have no formal signing system, or those who are new to this country. (10 min.)

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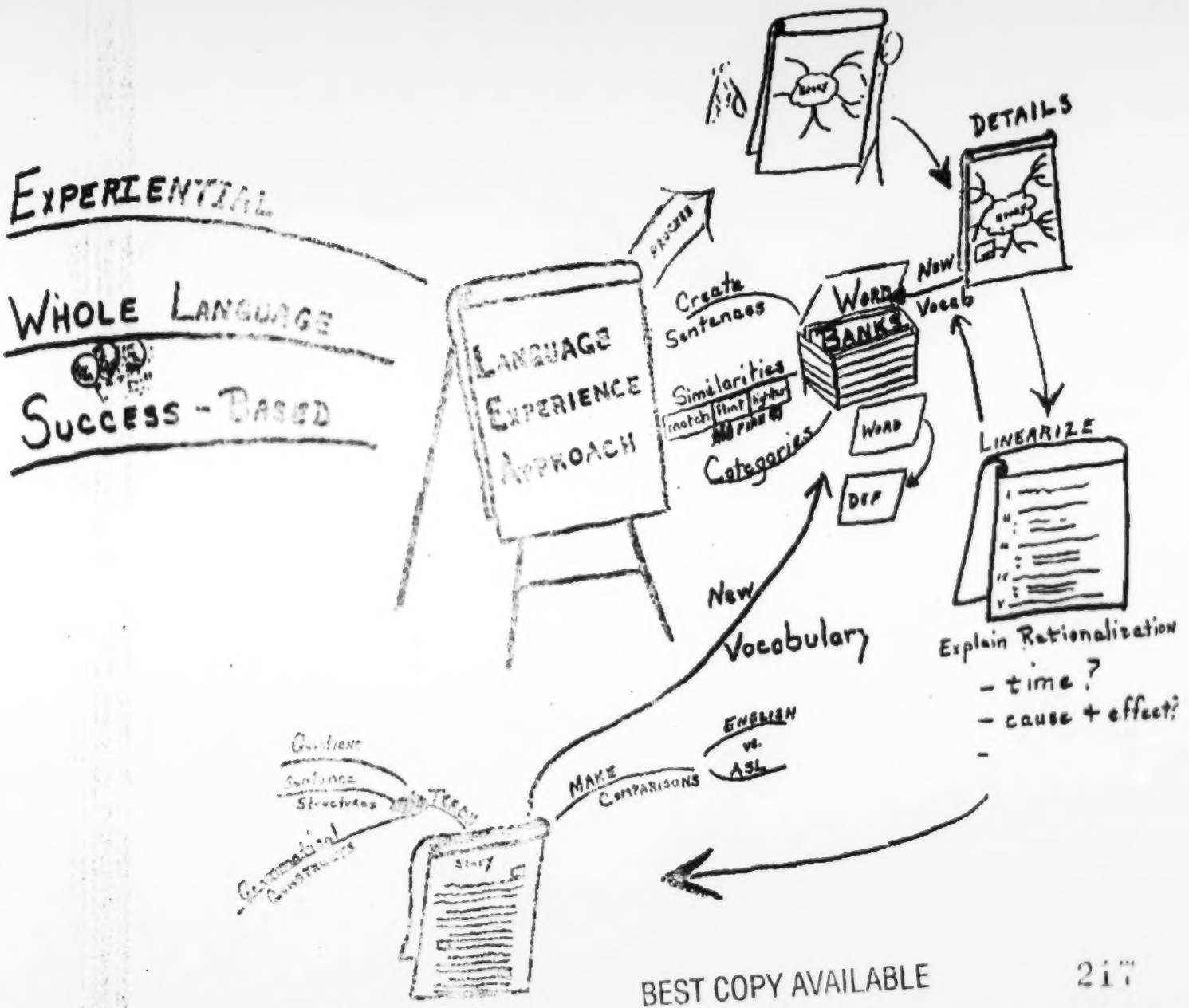

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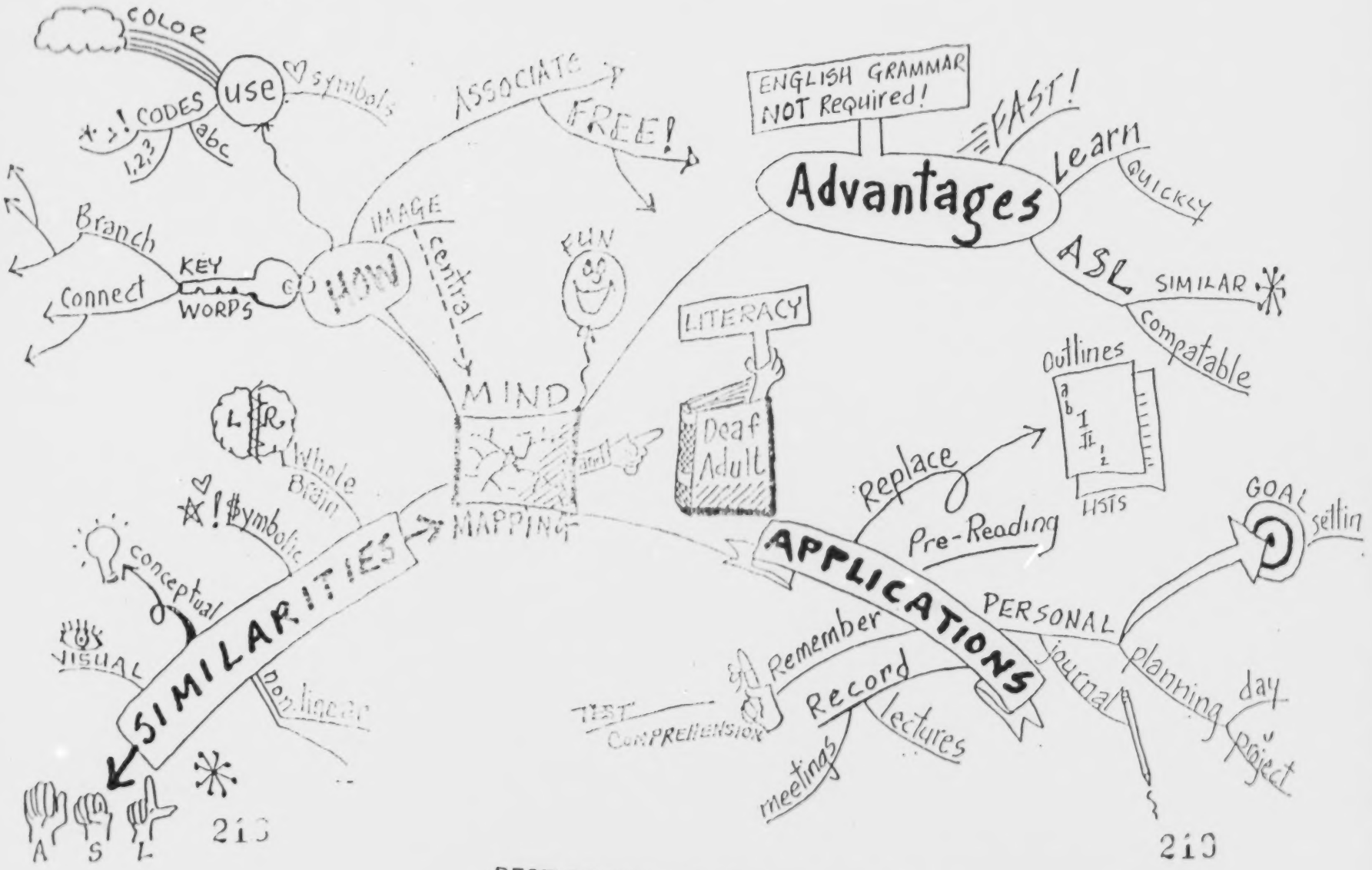

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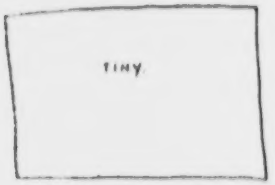
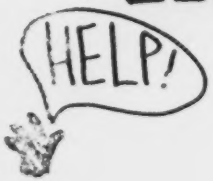
Often a word can be drawn in a manner that conveys its meaning.



To add dimension to a word, use another color or a thicker line on the top and left



DISAPPEAR

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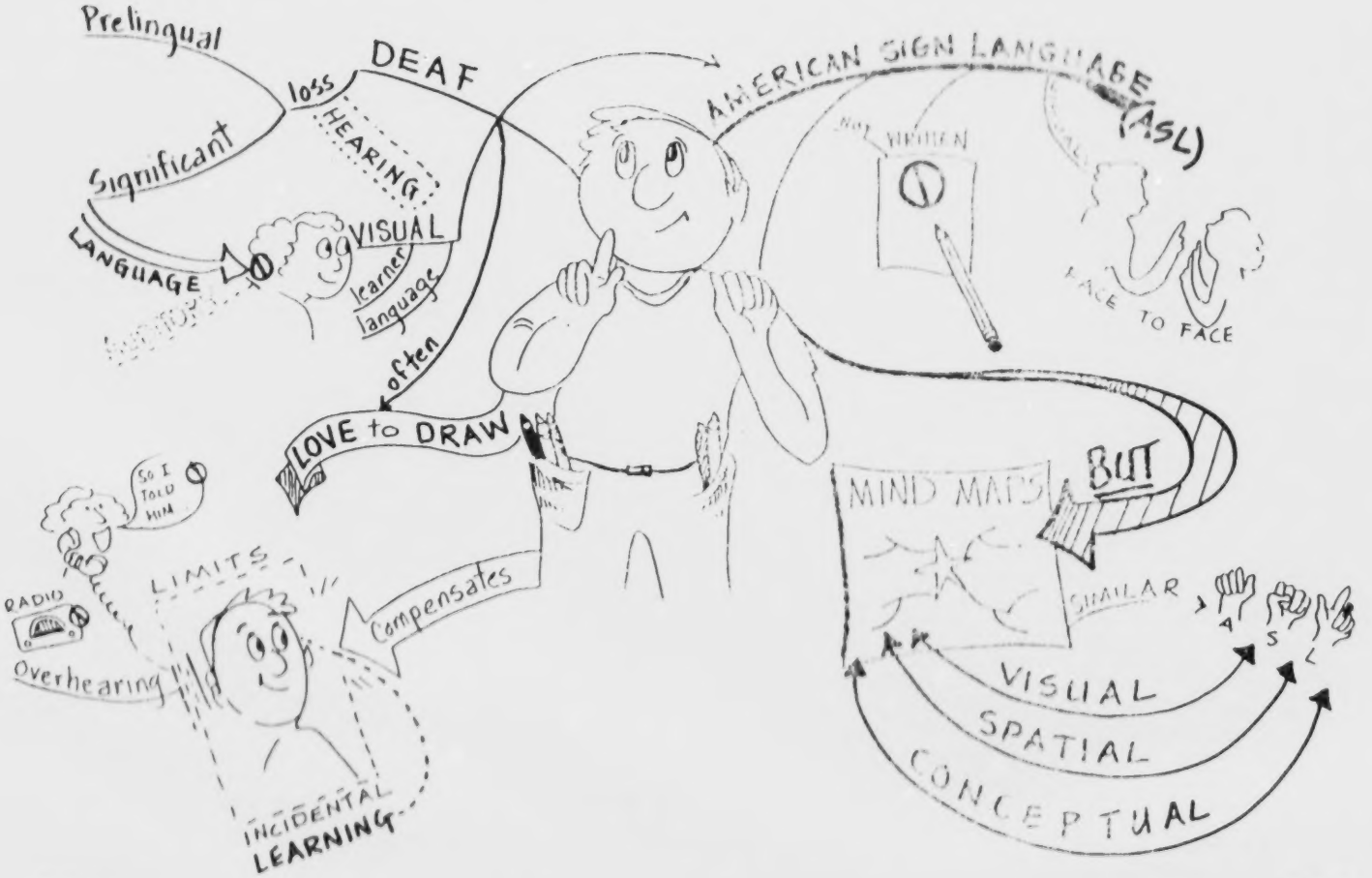

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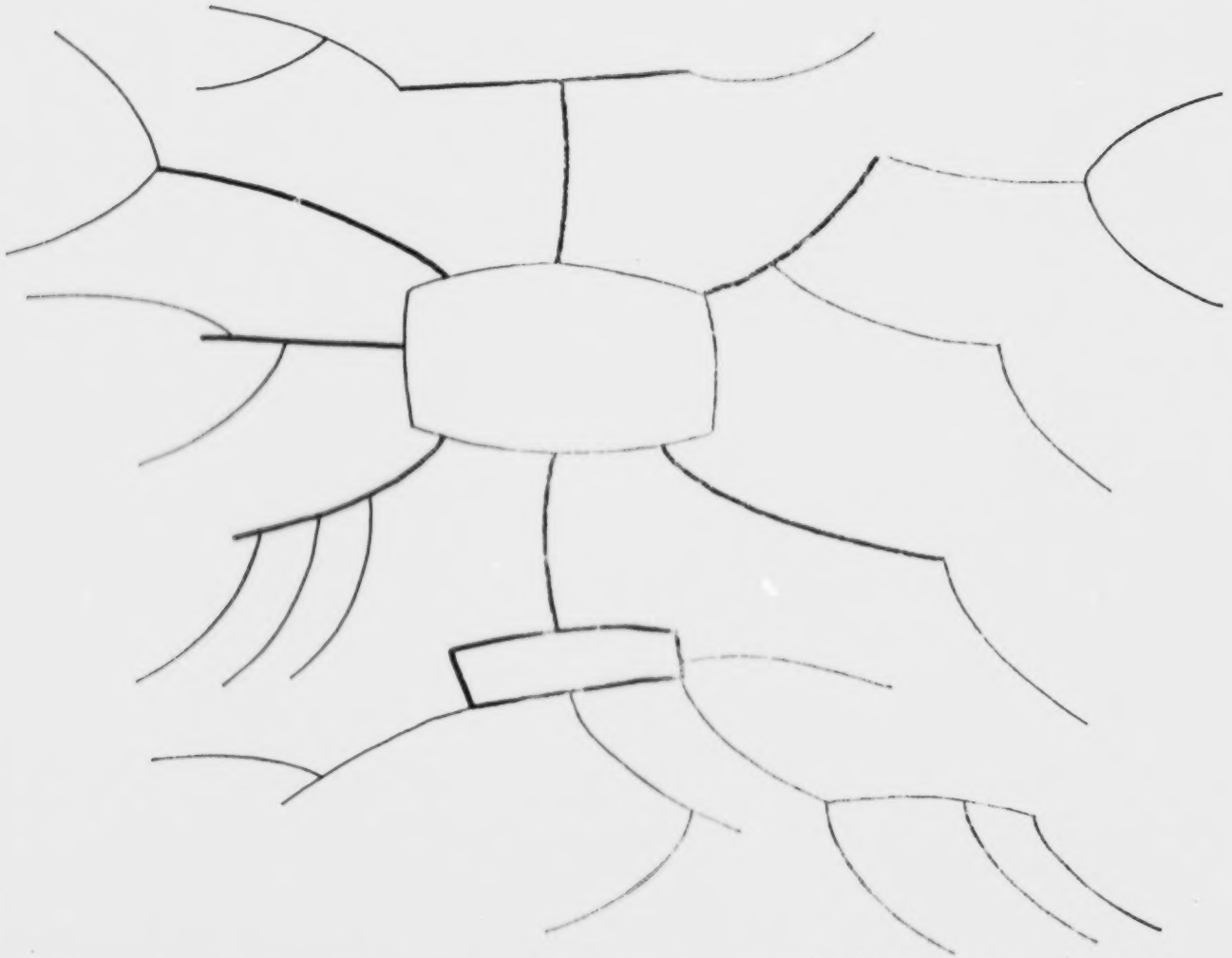

MIND MAPS can branch out in any direction. Curving the lines makes it easier to write every word right side up. Boxes around words are also useful.

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Introduction to Session 7: Peer Teaching Activity

This activity will introduce the participants to three techniques, including the Concentration Game, Directed Reading Activity, and Giving Directions/Map Making. The Jigsaw Activity provides an interactive, participant-centered framework for learning. Although setting up the learning and teaching groups can be somewhat confusing at first, remember that it is most important to arrange the teaching groups in such a way that all the participants will have an opportunity to teach. We want participants to get some practice using techniques and to gain confidence in themselves as tutors. The discussion time after the Jigsaw Activity gives the participants a chance to critique the techniques and to begin to think beyond them. The subjects of differing learning styles and of learning disabilities can also be referred to at this time.

Day 2
Session 7: Peer Teaching and Discussion
Time: 1 hour, 40 min.

Materials

Newsprint for each group during Jigsaw Activity
Marking Pens
Handouts and materials for the jigsaw activities:
- Concentration: word cards, preprinted
- Directed Reading Activity: text and markers
- Giving Directions/Map Making: newsprint, markers

Colored cards (three different colors, one per participant)
Learner Goal Statement Cards (from Session 1, Day 1)

Objectives: Participants Will...

Learn three different techniques for teaching reading and writing, and practice teaching a technique to their fellow participants.

Activity 1: Peer Teaching (80 min.)

Step 1 Introduction. Explain that the "Jigsaw Activity":

Gives participants a chance to learn three techniques from each other.

Gives participants a chance to teach one technique.

Gives participants a chance to observe and critique techniques.

Step 2 Explain procedure. Answer questions. Demonstrate example of group movement, if necessary.

Ask participants to get into three learning groups (for 20 min.). Hand out activity sheet to each group as follows:

Group 1: Concentration Game
Group 2: Directed Reading Activity
Group 3: Giving Directions/Map Making

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Tell each learning group to read the activity and then discuss it in preparation for teaching it to other participants. Tell them they should all understand the activity completely before moving into teaching groups.

Walk around, answering questions. Give each member of a learning group a different color card (blue, green, red, etc.). Every participant will have a color card; there will be three participants with a blue card, each from a different group. (Be aware that the jigsaw activity will work with training groups divisible by the number of activities used, which is three. If there are 15 participants, you can have learning groups of 5 participants each. If there are 12 participants, you will have learning groups of 4 participants each, etc.)

Show preprinted newsprint with procedures for "teaching your activity".

Teaching Your Activity

Give the name of the activity
Tell the purpose of the activity
Demonstrate with one participant as learner, or play the game with the whole group
Summarize

Participants will then move to their "color" teaching groups (all blues together, etc.).

Each participant will have 15 minutes to teach the activity to the others. Trainer will monitor the time.

Step 3 Jigsaw Activity. (Time: 20 min. for first groups to meet, then three 15 minute periods in the second groups)
Signal the groups at least two minutes before the next participant should begin teaching his/her activity, so that the new "teacher" has a chance to read over his/her notes quickly before beginning the activity. Walk around, offering assistance, and observe.

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Activity 2: Whole Group Discussion of Peer Teaching (20 min.)

Step 1 Everyone comes together as a group. Facilitate an open discussion (no writing). First, start with a critique of each of the techniques: (maximum time: 10 min.)

What did you think of these techniques?

Which techniques did you like best? Why?

Is there any technique you'd like to change? How?

Is it difficult to follow teaching directions like this?

Do you think you can pick up a manual and adapt techniques to your own teaching?

How could you adapt these activities for learners at different reading levels?

Any concerns?

Do you feel better equipped with ideas to go into a tutoring session?

Step 2 Facilitate a discussion about the teaching/learning process: (10 min.)

What did you learn about your own teaching style?

Do you have any suggestions, in general, about presenting an activity clearly?

Step 3 Mention the possibility that if a learner has a learning disability, it may show up during the giving directions/map making activity. Spacial orientations may be difficult for some learners with disabilities. Talk briefly with the participants about how to handle a situation where the learner has some learning disabilities (e.g., discuss with Volunteer Coordinator; find alternative ways of expressing any concept, such as touching the word, reading it, tracing it, writing it, etc.)

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Step 4 Hand out copies of the other two activities/materials, so that everyone has all three activities. Allow 1-2 minutes for participants to look over. Answer questions.

Activity for Group 1:
Concentration

This is an activity helpful to people who want to learn to fill out forms, but the basic design of the game can be adapted for use with many kinds of materials.

Step 1 Explain that this use of the game "Concentration" is, as a word recognition activity, helpful to people who want to learn to fill out forms. The cards each have a word which usually appears on forms (such as application forms, medical forms, driver's license forms). Explain that the learner in this case has already been introduced to each of the words at one time or another in her/his tutoring sessions. This activity, therefore, serves as a cumulative review for the learner. Explain that you will play the role of the tutor, and ask for a volunteer from your group to play the role of the learner throughout the demonstration.

Step 2 Take the cards printed with the form words and ask someone in the group to supply information about herself. Show the word to the person, have the person read the word, and ask the person to tell you the information (example: if the word "name" appears on a card, write the person's name, say, John Brown, on another card.) Write this information on blank cards provided.

Step 3 Then, turn all the cards over on the table (so that no words are showing) and arrange them in a regular pattern, lines and rows. Have the other participants take turns turning over two cards and trying to match the form word with the information (i.e., try to turn over both the card "name" and the card "John Brown"). If the two cards match, the player removes them and keeps them and gets another turn. If the two cards do not match, the player puts them back down, face down, and another player takes a turn.

This should take only 15 minutes. If there is more time, show the sample form on the next page, which can be used after the concentration game to give learners practice in filling out a form.

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The words that commonly appear on forms and that will be used in the "Concentration" game are:

name	date	address
telephone number	marital status	birthdate
occupation	social security number	

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Sample Form:

Name: _____ Date: _____

Address: _____

_____

Telephone Number: _____

Social Security Number: _____

Marital Status: _____ Birthdate: _____

Occupation: _____

Activity for Group 2:
Directed Reading Activity

This is an activity that helps a learner develop comprehension strategies for reading. It can be done with an individual learner or with small groups of learners.

Step 1 Fold the page of the reading so that only the title shows. Hand out the story to all the participants. Choose either one or all of the participants to play the role of the learner.

Step 2 Ask the learner to read the title and predict what the story will be about. Write the learner's prediction down before reading.

Step 3 Before having the learner read the story, discuss with the learner some strategies s/he should use while reading. Encourage her/him to:

- Read for overall meaning and not focus on individual words; think about whether the story is what s/he expected it to be; see if each sentence of the story makes sense.
- Skip unknown words and go on to the end of the sentence. If the sentence makes sense, then continue; if not, think about whether the context of the story makes it clear.
- Imagine or guess what the unknown word might be and continue. If the sentence makes sense, continue reading the story.
- Use all cues of sight and context to figure out an unknown word that you're revisiting. If it's still unknown, ask the tutor to tell you the word quickly. Don't get bogged down with one word long enough to lose the sentence's meaning.

Note: The following are words with which the learner is most apt to be unfamiliar, they are accompanied by their meanings for your benefit in the event that the learner tries all the strategies listed above, is still unable to figure out a word, and is insistent upon knowing the meaning:

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to iswonk = to work hard

a pokelocken = a bar

a greeze = a large gathering of people

a franion = a person who loves parties
capernoited = slightly tipsy

the skinker = the bartender

aleger = in good spirits

a perron = an outside flight of stairs

Step 4 Have the learner read the story on her/his own.

Step 5 Ask the learner what s/he remembers about the story. Ask specifically if the prediction made before the reading was correct.

Step 6 If the learner had difficulty comprehending the story, ask the learner to read through the story with you so you can see where the difficulties are. Then, consider how to focus on particular difficulties.

Step 7 (optional) Have the learner write each new word into a "word bank" with a sentence for future reference.

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An Unpleasant Ending

Zachary had really iswonked at work and, as a reward, decided to stop by his favorite pokelocken for a quick drink. When he entered the pokelocken, he noticed a greeze in the T.V. area of the bar. He had forgotten that they would be telecasting the middleweight championship fight. Given his reputation for being a franion, he immediately joined the animated group and eventually ordered up a drink for himself. By the time the fight was over and the group was starting to disperse, he realized that he had drunk more than he planned on even though he felt only capemoited. He thanked and bid farewell to the skinker and exited the pokelocken feeling content and aleger. He sobered up quickly however when he stood on the perron and stared across the street at the empty space where he had left his car just two short hours ago.

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Activity for Group 3
Giving Directions/Map Making

This is an activity which helps beginning readers to learn the vocabulary for giving and following directions, to give and write directions to areas around their own neighborhoods, and to reach the goal of reading any directions given to them about any area.

Step 1 Choose one person from the group to act as a learner.

Step 2 Ask learner about his/her neighborhood:

- Ask learner what's on his/her street (the bank, the ice cream store, the post office, the supermarket), familiar landmarks (big churches, statues, parks), or neighbors' houses.

Step 3 Write the words for only 2 or 3 of these places on a sheet of paper.

Step 4 Ask the learner to try to draw a map (without labels) showing home and the 2 or 3 places. (Map drawing is difficult. Learner may need to start again or you may draw map together.)

Step 5 Encourage learner to label map, copying words from sheet of paper. (Or tutor can do.)

Step 6 Ask learner to tell you how to get from one place to another. Draw a dotted line as the learner speaks.

Step 7 Ask learner to give the directions again, slowly and simply. Write the directions down, word for word, as in a language experience story. (For example, "From my house, go left down the street to the corner. Cross the street. The supermarket is on the right.")

Step 8 Read the directions together. Have learner then try to read alone.

Step 9 Have learner copy down any key directional words, such as: "straight," "left," "right," "turn," "side," "towards," etc.

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Step 10 Discuss with the other participants possible follow-up activities which can be done after this activity or in future tutoring sessions. Ideas include the following:

- The tutor can bring in a written set of directions to the same map and ask the learner to guide him/her, based on the directions.
- The learner can take the map home and fill in the names of the streets.
- The learner can try to write another set of directions to a different destination, using some of the same words as the first story.

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Introduction to Session 8: Deaf Organizations and Resources

In this session, take a brief time to orient your participants to the variety of Deaf organizations and resources, on national, regional, and local levels. Utilize the handouts as a resource. The trainer will want to compile a listing of local resources. This will be a helpful tool for the tutors to have on file for future use. It also assists them in knowing what the Deaf adult learner may be referring to in the sessions.

Day 2
Session 8: Deaf Organizations and Resources
Time: 20 min.

Materials Handouts
Listing of Local Resources

Objective: Participants Will...

Be familiar with organizations and resources on national, regional, and local levels.

Activity 1: Discussion of Organizations and Resources (20 min.)

Step 1 Hand out lists of organizations and resources. Go through these, explaining the function of each, paying particular attention to local resources. Encourage and answer questions from participants.

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Recommended Reading List

Deaf in America: Voices from a Culture
Carol Padden and Tom Humphries
Harvard University Press

Anthology of American Deaf Culture
Sherman Wilcox, editor
Linstok Press, Inc.

Sign Language and the Deaf Community
Essays in Honor of William Stokoe
Edited by Charlott Baker and Robbin Battison
NAD

Deaf Heritage: A Narrative History of Deaf America
Jack Gannon
National Association of the Deaf

Perspectives on Deafness
A Deaf American Monograph
Edited by Merv Garretson
National Association of the Deaf

Eyes, Hands, Voices
Communication Issues Among Deaf People
A Deaf American Monograph
Edited by Merv Garretson
National Association of the Deaf

At Home Among Strangers
Jerome Schein
Gallaudet University Press

Never the Twain Shall Meet: Bell, Gallaudet and the Communication Debate
Richard Weinfield
Gallaudet University Press

In Silence, Growing Up Hearing in a Deaf World
Ruth Sidransky
St. Martin's Press

When the Mind Hears
Harlan Lane
Random House

Seeing Voices: A Journey into the World of the Deaf
Oliver Sacks
Harvard University Press

The Week the World Heard Gallaudet
Jack Gannon
Gallaudet University Press

A Loss for Words
Lou Ann Walker
Harper Row

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Introduction to Session 9: Question/Answer/Wrap-up/Evaluation

In this last session, the trainer will want to entertain questions from the participants relative to the information presented in the training as well as questions regarding the scheduling of tutoring sessions, etc.

This is also a good time to wrap-up the training, summarizing important points for the participants, giving them names and numbers of project staff to contact.

It is suggested that the local trainer develop an evaluation form tailored to your individual training, which each participant is strongly urged to complete before they leave the training. Be sure to leave space for comments. Encourage participants to be honest in their evaluations, and make suggestions for future trainings. This feedback is helpful to the trainer and to planning future trainings. Be sure to allow enough time for this process to occur.

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Additional Handouts

NATIONAL ASSOCIATION OF THE DEAF

DEAF CULTURE

The traditional way of writing about Deaf people is to focus on a fact of their condition - that they do not hear - and to interpret all other aspects of their lives as a consequence of this fact. However, this has tended to obscure far more interesting facets of Deaf people's lives: their language, American Sign Language (ASL), and their culture, i.e., their art and performances, their shared myths, the lessons they teach each other, and the imagery and patterns of meaning that constitute their lives. These people are different from, for example, those who find themselves losing their hearing because of illness, trauma or age; although these people share the condition of not hearing, they do not have access to the knowledge, beliefs, and practices that make up the culture of Deaf people.

What's in a sign?

The first place to look for a clue to Deaf culture lies in the terminology Deaf people use for themselves and others. *Deaf* is the group's official term for themselves; it is used in the names of organizations they control, from the National Association of the Deaf to local bowling organizations such as the Pacific Coast Deaf Bowling Association. The term *hearing impaired* is typically found connected with institutions controlled by hearing people, such as schools and media organizations. The signs *Deaf and hard of hearing* are used as ways to mark group identity; *Deaf* marks a central connection to the group while hard *of hearing* marks borderline identify or those who display characteristics of hearing people such as speaking, using the telephone and other behaviors.

From generation to generation

This culture of Deaf people is not simply a camaraderie with others who have a similar physical condition, but is, like many other cultures in the traditional sense of the term, historically created and actively transmitted across generations. Their view of themselves is not one of disability, although they are compelled to adopt this view for expediency in dealing with the larger non-Deaf society, but rather is one of wholeness and completeness. They view themselves as competent individuals with a linguistic and cultural history. In the face of others' misconceptions about them, theirs has been a durable history resulting in a rich and inventive culture.

Folktales

Stories are the heart of every culture. They are ways that Deaf people talk to each other about what they believe in and how they interpret the world around them. An example is a family story passed down over generations about a great-great grandfather, who as a child, went squirrel hunting and was picked up by Confederate soldiers. When they were unsuccessful at interrogating the boy, they concluded he was a spy and decided to hang him. By some miracle, an officer on horseback rode past and inquired about the young boy. When the soldiers explained that they disbelieved the boy's story about being deaf, the officer began to fingerspell to the boy, "Where did you attend school?" The boy answered correctly and the officer ordered the boy freed. The symbols and motifs of being near death until release and freedom by someone who knew the language and the culture underlie this popular family story. This and other folktales celebrate the common belief that the heart of the culture is Deaf people's shared knowledge of a language which is not speech, but sign.

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Through language, folktales, jokes and many other cultural forms, Deaf people weave stories about who they are, where they come from, what they believe in, and how they plan their lives. This is the essence of what we call "Deaf culture".

Much of this material was taken from a recent book by Carol Padden and Tom Humphries, *Deaf in America: Voices from a Culture* (Harvard University Press: 1988).

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17

Who's Itching to Get into Mainstreaming?

Ben Bahan

FOR A year I have had a bothersome itch that keeps teasing my foot. When I scratch it, it won't go away; it only gets worse.

I went to a podiatrist (a foot doctor), who examined me and declared there was nothing wrong with my foot. I was puzzled and decided I had to discover the culprit behind that itch. Recently I found my answer, though I still endure the itch.

I was reading the May issue of Silent News and discovered an article on Integration. Instantly my foot began to itch like hell. Ahh, there it was: I made the connection between my itching foot and mainstreaming. Now every time I confront that issue I will declare: mainstreaming, my foot!

Resentment Towards Mainstreaming

My feelings aren't mine alone. I feel they reflect the overall resentment the deaf community has towards mainstreaming.

The trend in education today is to integrate (another term for "mainstreaming") students with diversified backgrounds, races, and abilities. Deaf students are guinea pigs in a national

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experiment being conducted in laboratories (read: schools) across the country.

Before someone hands us official results from the mainstreaming experiment, we can safely state why mainstreaming works for some groups of people while it does not work for others.

Go to the Zoo

In one sense everyone is into integration. You'll find evidences of it being imposed on almost every level of life.

Go to the zoo. You'll find most of the modern zoos have animals roaming around free and having their share of integration (my foot: scratch, scratch).

You hop on a tour bus to take a ride around the zoo (with interpreters one hopes, if integration is to take place). As the bus rolls on, the guide explains the philosophy behind this integrated zoo, that the animals roam about freely and are happy.

As you take a ride around the zoo, though, you can't help noticing that in the midst of the integration speech, the animals are hanging out with their own kind: lions with lions, giraffes with giraffes, and so on.

Creating Social "Harmony"

Let's go back to the supposedly highly intelligent animal, the human being. Humans deserve a round of applause for striving to create an integrated society. We know integration has had its advantage among people of diversified races. It creates, among young people, social "harmony" and the understanding that to be different isn't monstrous.

It should be understood that integration usually involves people of different color, but the issues of integration are more than skin deep. There exists a variety of cultural and linguistic differences, which creates a different set of problems. Students may be integrated, but they still will choose to hang around with members of their own cultural/linguistic group.

Integrating Abilities

The point is that integrating on the basis of race is very different from integrating on the basis of communication abilities. More specifically, integrating blacks and whites is not the same as integrating hearing and deaf.

We may be able to integrate successfully on a physical level with hearing people. One deaf student might have made it on a hearing high school field hockey team, being a very aggressive player, winning athletic awards.

But that same student is not completely integrated in terms of communication. That student will miss out a lot, in the locker room, in the bus to away games. That student's communication will probably be limited to the coach and a few selected players.

The system will consider the student's involvement in the high school and field hockey team as a successful form of integration. While inside that student, the person's inner well being is disintegrating. The student's intellectual/social form of integration has not been met.

Mainstreaming's a Mistake

I speak from observation and experience. I was "integrated" in the first few years of my schoolhood (kindergarten through second grade).

I felt I was physically integrate able until I was transferred to a school for the deaf, where I discovered I could be integrated in many more levels: physical, social, mental, and spiritual. The key to integration is mutuality among peers and, above all, a complete communication environment.

Some people feel we should mainstream students when they reach high school. This is a big mistake. When students get to high school, they reach a period in life where they start to detach themselves from the nest of "home" and begin associating with peers.

In a hearing high school, the deaf teenager will face a lot of hardship to his/her mental, spiritual and social integrity,

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though the teen may have a few friends and participate, for example, on a field hockey team.

Incompetent Interpreters

Many programs do detect the gap in communicative needs. So they compensate by hiring interpreters. That's great! My heart extends to interpreters because they assist us in tearing down barriers.

I have one major criticism of the programs: they use incompetent interpreters without proper training or insufficient training and without certification. The overall appearance of mainstreaming programs looks good now, with someone moving his/her hands in front of a classroom of integrated students.

Beware of this deceiving look! The interpreter may not be interpreting everything; the deaf students will still miss out on the hearing students' vocal intonations, tones, and moods that are conveyed through the auditory channel.

Incompetent interpreters don't have the training to convey that. All the supposedly integrated classroom isn't possible, even with interpreters (skilled or unskilled) because so many things are missed.

One reason is the difference in input channels: deaf perceive by eyes, hearing by ears (in terms of language exchanges). This alone requires different pragmatic functions (ways and rules to express and receive information) which will need different paces to keep the integrated students involved in the classroom dynamics.

Why Not Ask Us?

I want to throw in one hypothetical situation and one question. The deaf community on the whole (maybe some individuals, but not the whole community) was not asked its opinion and desire to integrate/mainstream deaf children in hearing schools.

We were just thrown into this situation by legislative acts performed by hearing people. If they sincerely want to integrate us, wouldn't it be sensible for them to ask us as a community if we wanted to be integrated and how we feel about this issue?

If integration is to work, it has to work first outside of the education establishment before we can bring it into the schools. It projects an artificial picture of what the world is really like. Deaf children graduate from school and go out facing the desegregated society and end up hanging around with other deaf people.

So much for integration.

Ohh, my foot! Scratch, scratch.

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put a focus on our inability to hear when we identify ourselves with other people.

This kind of identity puts us down and we are helping the world put ourselves down by using the word as it is defined in the dictionaries.

A 'Seeing' Person

I have no alternative suggestion for a better word to describe ourselves. The closest I can come is, seeing person. By using that word I put myself in a position of things I can do, instead of what I can't do. That moves the focal point off my inability and focuses on my ability.

Since I identified myself as a seeing person, that would explain everything around me: like TTYs, decoders, flashing door bells, lipreading, and the emergence of a seeing language, American Sign Language. Come to think of it, ASL did not emerge because of what we cannot do, it emerge I because of what we can do: see.

Now, the question remains: suppose the general public is now aware of the declaration of our identity as "seeing people" instead of deaf people? Suppose I returned to the receptionist and said, "I am a seeing person." Would she grab a paper immediately, or try to speak clearly knowing what we can do instead of knowing what we can't do?

What Do You Think?

The term "seeing" is just a suggestion, not a final choice. I would be more than happy hearing what you have in mind. For now, I am still proud to be deaf. At the same time, we should realize the power of words and their effects on our lives.

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5

How Do You Dance Without Music?

Shanny Mow

MY NAME is Sam. Sometimes I'm called Silent Sam, a tag I loathe out of prejudice - both mine and the bestower's. Besides, it is misleading since I make more noise sipping my soup than the guy at the next table, who is not deaf, but wishes he were every time I take a particularly enthusiastic spoonful.

This is my story, of how I live through a day and the problems I face as a deaf human being, as told to and written by another deaf human being who is fortunate to have the words I do not.

I would be presumptuous to claim that my problems are typical of all deaf persons. Or that I qualify as a Typical Deaf Person, whatever that is. There are the prelingually and postlingually deaf individuals. There are the college educated and the illiterate. And those in-between. The hard of hearing. The mentally retarded. The brain damaged. The victims of cerebral palsy. And others. You may say each is a breed apart. Each has problems of his own.

In a style that belies my blue collar job, my recorder has set down what I think, what I believe, and what I have gone through.

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I can dance better than I can write. Seeing me on the dance floor, hearing people always ask: How do you dance without music? Actually I don't, but I get what they mean. Vibrations, I would tell them. Then one night I realized I have been giving an incomplete answer. Now I tell them: Vibrations of life.

"But you can't see a thing from the driver's side," the Volkswagen dealer explains. Sam reads the hurried scribbling and for a minute fingers his new driver's license. Under RESTRICTIONS, it reads LEFT AND RIGHT REAR VIEW MIRRORS.

Ten dollars goodbye for a right rear view mirror that doesn't give you the view you don't need. Since when did the bureaucrats at the Motor Vehicles decide deafness is a luxury? Be grateful that they let you drive at all?

Wearily, he takes the pad and writes, "Install it anyway. I'll be back."

In the noon sun he squints but still can make out the drug store two blocks away. Carefully he looks left, then right and left again and crosses the street. Midway he pauses to look right again.

A lot can happen in two blocks. A lost motorist yelling for directions. A nervous smoker asking for a match. A friendly stranger with sinister motives wanting to talk. A policeman blowing his whistle and suspecting you for a fugitive when you walk on. A dog biting from behind. A runaway Safeway cart hitting from the blind side. You grow weary and wary of such people who, at the sight of you pointing to your ear, always seem to forget suddenly their purpose for approaching you. As for whistle blowing policemen, biting dogs and runaway carts, you develop your own brand of oriental fatalism.

Inside the drug store Sam asks for a package of Salem Cigarettes, pronouncing the brand name as distinctly as he can. The clerk gives him an odd look, then reaches down the counter. Her hand reappears with the Salems. He breathes easier.

You feel like a poker player who is also a compulsive bluffer. Mervin Garretson has explained why he stretched brands, rather than

fight. As long as you pronounce something safe like Salem, not Chesterfield, there is little danger of receiving cough syrup instead. You can never relax when you cannot hear what you speak. Not even if you've been up to your ears in speech training. Maybe you can, in front of a trained ear, someone who is familiar with the "deaf accent," but unfortunately is not always around.

Sam also selects a Chapstick and a roll of Lifesavers. The clerk says something which he can at best only guess. His pocket feels heavy with change, but he reaches for his wallet, takes out a dollar bill and hands it to her.

The tension is even worse when you attempt to lipread. The name of this game is "Figure out the Fingerprint." Like the whorls on his fingertips, each person's lips are different and moved in a peculiar way of their own. When young, you build confidence as you guess correctly "ball," "fish," "top," and "shoe" on your teacher's lips. This confidence doesn't last. As soon as you discover there are more than four words in the dictionary, it evaporates. Seventy percent of the words when appearing on the lips are no more than blurs. Lipreading is a precarious and cruel art which rewards a few who have mastered it and tortures the many who have tried and failed.

The lunch hour is almost over. Sam drives back to the plant, ignoring the new chrome outside his Volkswagen. Several workers nod or wave at him as he makes his way to his workbench. He waves back, but today he feels no desire to join them for the usual noisy banter that precedes the job at hand.

These are good guys. We get along. They like you, even respect you. You laugh at their jokes and fake punches to their jaws. Yet there remains an invisible, insurmountable wall between us. No man can become completely a part of another man's world. He is never more eloquently reminded of this impossibility than when there is no way he can talk with the other man.

Without a word, the foreman nods. Sam scribbles down another question. The foreman nods again. Still another question. More nodding, this time with marked annoyance. Sam then knows it is pointless to continue.

Communication is the father of human relationships. From infancy a person learns to speak at a rate closely synchronized with his thinking processes. Deviation from this timing between thinking and

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speaking upsets his natural flow of thought. He loses his tongue or forces out words which sound so artificial that they disgust him. As a deaf person, you sympathize with this mental block in the hearing person who tries to speak to you. In fact, you expect it. For this reason, just or not, you always wonder why he takes the trouble to speak to you.

You feel no less helpless in your search for meaningful communication. When the hearing person does not know, as he usually does not, the sign language, the only recourse lies with the pencil and pad. Here your language defeats you before you begin. You have been deprived of the natural process of learning language, i.e. by the ear. You do not start from scratch when you begin your formal education. The itch is not even there. English is a language so complicated and inconsistent that its mastery is for you as elusive as the pot of gold at the end of the rainbow. Gamely you pick up the pencil only to find the hearing person hung up in his own way: poor penmanship, bad spelling, or some other reasons known only to him. Inhibition reduces communication to a superficial level, a most unsatisfactory relationship to both parties. Speech and lipreading? Try discussing Kazantzakis, or any subject, limiting yourself to the thirty percent of the words that can be lipread with no guarantee that there would be none of the words you have not seen before.

Tired as he is, Sam cannot go home yet. He remembers he has a couple of errands to perform. He surveys the traffic. It is getting bad. He tries, but cannot think of a short cut to the other side of town where Paul lives. He shifts the gears, passing one roadside booth after another, each displaying the familiar Bell symbol.

His finger is tiring. From pressing continuously the door button that is rigged to a light bulb inside. He searches through a window, then another. No sign of life except for the parakeet. Refraining from kicking the door, he hastily writes down the message, inserts it in a crack in the door and returns to his car. Sweat streaks down his forehead and he wipes it away. Hopefully he eyes the door once more.

How soon will you get Paul's reply? Will the note still be there when he comes home? When will he come home? He could not know you were driving down. You took your chance and lost. An alternate

to this eternal courtship with chance is to plan ahead. Carry out, no wavering. Build a reputation of a man of his word. Your word determines the kind of relationship you will enjoy with your fellowmen. It does not have the freedom and flexibility made possible by the telephone with its sanctuary of distance, so dear to the hearing person at the eleventh hour. When you have committed yourself, by mail or in a previous visit, to come to a party, you come. Even if you are feeling particularly misanthropic that night. You may excuse yourself with a few days' advance notice, again by mail or in person, but you have to be mighty convincing when you explain to the host that Jeane Dixon has divulged the future to you—that on the night of the party you would feel terribly antisocial, therefore it would be wise if you stay away.

"Your number is 48," the girl behind the counter smiles sweetly and turns to the next customer. Sam hesitates, then shrugs and finds a seat close to the take-out counter.

Bright kid, this girl. She reacted as if there were nothing out of the ordinary when a customer grabs the order pad and places his own order. No doubt she is also a great believer of miracles, that somehow your deafness will disappear before your pizza is ready and the number, whatever it is, announced on the loudspeaker.

The pizza tastes cold but good. Sam settles back and watches with affection as Brian and Brenda finish their portions. He waits until Jane returns with the coffee before waving for the family's attention. "Want to go to the lake next week?" he more announces than asks with his hands and fingers. Shrieks of delight answer him, unheard.

In group discussions where you alone are deaf, you do not exist. Because you cannot present your ideas through a medium everyone is accustomed to, you are not expected, much less asked, to contribute them. Because you are deaf, they turn deaf. Just do what your parents, friends, fellow workers —who can hear —tell you; you will know soon enough as we go along. Yours is not to reason why; yours is to do and die silently. Does no one realize that security comes from knowing what you will be doing next, knowing what to expect? Does no one agree that much of the joy of performing an activity stems from the realization that you had a hand in planning it?

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"Yes, you may bring Barb and Jo along," Sam smiles as Brenda hugs the dolls and skips happily out of the room. To his seven-year-old son, he asks, "Brian, tell me, what can we do at the lake?"

You never forget that frightening experience. When you were Brian's age. You were left out of the dinner table conversation. It is called mental isolation. While everyone is talking or laughing, you are as far away as a lone Arab on a desert that stretches along every horizon. Everyone and everything are a mirage: you see them but you cannot touch or become a part of them. You thirst for connection. You suffocate inside but you cannot tell anyone of this horrible feeling. You do not know how to. You get the impression nobody understands or cares. You have no one to share your childish enthusiasm and curiosity, no sympathetic listener who can give meaning to your world and the desert around you. You are not granted even the illusion of participation. You are expected to spend 15 years in the strait jacket of speech training and lipreading. You learn not how to communicate, only how to parrot words, never to speak your own. Meantime your parents never bother to put in an hour a day to learn the sign language or some part of it. One hour out of twenty four that can change a lifetime for you. Instead, the most natural form of expression for you is dismissed as vulgar. It has never occurred to them that communication is more than method or talk. That it is a sense of belonging, an exchange of understanding, a mutual respect for the other's humanity.

The kids have been put in bed. Sara pours a third cup of coffee for himself. Jane is doing the dishes and he decides to get his pipe from the living room. He cannot find it and returns to the kitchen.

Your eyes are your contact with the world, but there is only so much you can see. Seeing is waiting. From the living room you cannot ask Jane about the pipe. In the kitchen you cannot ask while she is washing the carving knife. She cannot answer until the knife is safely put down. You must stop with half of the shaving lather still on your face to answer how you want your eggs done. Then Jane must hurry back to the kitchen before the waffle burns. You always have laryngitis when you call Brian and Brenda to supper. It is rude to notice the fly in your pie while Jane is talking. You must walk across the room and

touch her shoulder if you want her attention. Or stamp on the floor and probably ruin her mood or concentration for the next half hour.

He almost spills the coffee. "Sorry, honey," Jane smiles.

"Did Bill come to the plant to see you?" she asks. Sam nods and adds, "And he was sore like a wounded bear." He takes two cubes of sugar and stirs the coffee. He puts the spoon down. "It's about the latest federal grant for a project on some problems of the deaf," he explains. "Exactly what problems I don't know. Bill isn't sure either, but he does know who is going to head it."

It is always someone with the magic prefix "Dr." before his name or some connection with some prestigious but distant institution. Someone Bill has run across at a recent workshop and asked:

"Have you had any practical experience, say teaching, in the field of 'deaf education'?"

"No."

"Have you had any professional connection with a residential school for the deaf or some large day class for the deaf?"

"No."

"Do you know a deaf person personally?"

"No."

"In your professional capacity, have you ever worked with a deaf person, this person being either an associate or subordinate?"

"No."

"Have you ever been to a club for the deaf, or some social gathering of the deaf?"

"No."

"Do you socialize with the deaf?"

"No."

"Have you ever spent a night in a discussion or chat with a deaf person?"

"No."

"In this workshop, do you integrate with deaf participants during the coffee breaks?"

"No."

"Did you try to?"

"No."

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"Do you know how to communicate manually?"

"No."

"Do you believe the child should have a choice in methods of communication for the greatest stimulation of his intellectual growth?"

"No."

"One more question, sir. Would you attribute our failures in education and rehabilitating the deaf to a lack of understanding of the subject and his problems?"

"Yes. It's a damned shame. Let me tell you about this research I'm..."

Yes, it's a damned shame. Thanks to these armchair academicians, you find yourself cynical or apathetic toward the projects and programs that have been set up to improve your lot. Including those run by other professional people in the field, who are more open and honest, who have so rubbed elbows with you that their elbows ache if they do not move in a conversation with you. You are an American Indian resenting the white hearing man far away in some ivy-covered Indian Bureau, who has never laid his eyes on you but feels himself nevertheless qualified to declare what is wrong with you and to dictate your destiny.

Or you are too preoccupied in your struggle for a happy and meaningful life to give a hoot about these projects and programs. More than the hearing person, you need all the extra time you can get to achieve any ambitious goal. Yet you are expected by your own kind, by the "deaf intellectuals", to sacrifice this extra time to the cause of the deaf image, to help your less fortunate deaf brothers. You may even be expected to change jobs for one in which you can carry a larger part in this holy mission. You are under constant pressure to behave only in a manner favorable to this image.

The man on the tube looks as if he has a goldfish flipping inside his mouth. He refuses to leave; another joins him, mouthing likewise. Sam sighs and reaches for the channel dial. In a split second the Shakespeare Special is replaced by an undersea scene.

A big fish approaches the diver. Barracuda? It is going to attack the diver, or is it? Why does it hesitate, then swim off? What did the diver do that was not visibly obvious? Would he be attacked had he

acted otherwise? But is the damn fish some kind of shark? The commentator supplies all the answers but they pass through you as if you were a sieve. Desperately you grab for what you can but you cannot see what you cannot hear. A wealth of information, both practical and exotic, escapes you daily. Television, movies and the stage hold limited meaning for you. Radio, phonographs, tape recorders and loudspeakers have none. Then to what do you turn for information? The nearby human being is too unreliable. So you have only books. Read twice, thrice, four times, as much as the average person to know just as much. Slowly you close the cultural gap that is widening even faster by the incredible speed and ease of modern media.

Sam is alone in the living room, illuminated by a single lamp. Jane has long since retired but he himself feels no urgency for sleep. From the coffee table he picks up Remarque's *All Quiet on the Western Front*. Hardly has he opened the book before he reaches for the dictionary.

What are haricot beans? Mess tin? Dollop? Voracity? Already four words out of your vocabulary, all from the first paragraph on the first page! You read this classic as an adult while others read it in their teens. You are lucky you can recognize the words as English. For some deaf adults they might well be reading the original version in German. Others with a little more reading ability plod through page by page, this laborious effort dimming the brilliant power of the message and the brutal grace of the story. In addition, there are unfamiliar idioms, colloquialisms, and expressions. The difficult language which you have never mastered makes for difficult reading. As if it is not enough, you lack the background information necessary for comprehension of the subject. Scratch out another--or your last - reliable source of information.

Finishing a chapter, he puts the book down and closes the edge-torn dictionary. He rubs his eyes and stretches his arms. The *Tribune* comes in his field of vision and he opens it to the classified ads section.

Maybe there's something you overlooked earlier tonight... Yes, here's a possibility... Damn it, no address, just a lousy phone number... Have you enough of the job at the plant! Eight years of brain-numbing drudgery. Is one such a coward not to quit? When you contemplate a job change, you are not half as concerned about the new

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location, working condition, fringe benefits, school for your children, new friends, etc., as you are about basic survival and a decent income that will permit your family to live in relative comfort. You don't move on because you itch for a change of scenery or because your boss doesn't like the length of your hair. You do not doubt your ability to change jobs, to perform the job or to keep the job, only whether you would be given a chance to prove this ability, to convince the prospective but skeptical employer that ability is all that counts. You can't write or read well. You can't speak. How do you sell yourself, by drawing pictures? All things being equal, the job goes to the applicant whose ears do not just hold up his eyeglasses.

Against the vast black nothingness a fleet of light winks here and there, like distant planets greeting a lost traveler. Watching through the window, Sam suddenly realizes how much he loves the city.

In one city you dare not hope for many job openings, any kind, where the deafness of a worker is treated as irrelevant or routine. You may have to cross a dozen city limits, perhaps half a continent, before you find one. Then the lesser factors take on new importance. Such as Brian and Brenda's new playmates. The slow and often painful acceptance. The children are still learning to live with their and your handicap. Then there is the search for housing in want ads which seem to conspire against you, listing only phone numbers for the most desirable and reasonably priced units. And the orientation of local merchants and new neighbors to your deafness. And the deaf population in the new city which may turn out to consist entirely of your family. You are well settled here. Need you push your luck?

Slowly he folds the paper and gets up. He switches the lamp off and walks cautiously down the dark hall. His hands move along the wall, keeping in contact for balance which has been affected when he became deaf. At the door of his bedroom he pauses. As his eyes adjust to the darkness, he can make out the features of Jane's face.

Sam, do you love her or are you merely fond of her? You married her because she was available, the best of a limited lot. Probably she had said "Yes" for the same reason. It has always been this way: You don't have a ghost of a choice. Education, ambition, job, wife, friends, recreation, and sometimes religion. For you, choice is a limited

word. You are the novelist's delight, the lonely, soul-searching character who has never found what he seeks in life. Unlike the perennial wanderer, you know which road you want to travel but you keep running into one roadblock or another. The day you lost your hearing your universe shrank many times over; your power of choice in a world of sound is drastically reduced. Thrown in the storm of silence, you seek refuge among your own kind and become a part of a microcosm which you are not sure you want. It is a closed society whose bond among members is founded not on mutual interests or intellectual equality, but on a common desire for escape from the "cruel outside world," for communication although this communication frequently turns out to be an illusion. It breeds dependence, stagnation, pettiness and finally boredom. It is a microcosm that unmercifully tries your individuality. You either surrender to tribal conformity or return to the other world. Or live on the fringes of both worlds, never to fully accept one and never to be fully accepted by the other.

He tosses in the bed. Unable to sleep, he stares at the far corner of the room. Jane stirs but is still again. He moves his hands to the back of his head and folds them.

Are you indulging in excessive self pity? Brood and brood until there is no objectivity left in you? Is that why psychologists analyze you as being self centered, immature, suspicious and narrow minded, always self conscious and defensive about your inability to hear? An unhealthy mental attitude? Or shall we call it inevitable? This outlook is not a product of deafness per se but of a general public attitude, or ignorance, to the nature of deafness and the problems it creates.

Imagine yourself in a living room full of people who all know what is going on. Except you, who inquire and are answered with a polite smile which only underlines your helplessness. Everyone seems relaxed, enjoying himself. Except you, who are uneasily waiting for something to happen which makes sense to you. Everyone chats congenially with one another. Except you, who receive more polite smiles and fugitive glances. Everyone tells something hilarious and laughs. Except you who debate with yourself whether you would appear less ridiculous going along and laughing at Godknowswhat or remaining stoic thus making your deafness even more conspicuous in an atmosphere already made uneasy by your presence.

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